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ABSTRACT

In order to measure the effectiveness of an urban community college counseling service, a questionnaire was developed and administered to a random sample of students, faculty, administrators, and the professional staff of counselors from the three campuses of Florida Junior College at Jacksonville. Of 321 subjects, 219 responded (68 percent). Twenty-two counseling functions were rated in terms of the extent to which they were actually being performed, should ideally be performed, or were useful. Data are recorded in tabular form. As evidenced by a strong increase in the response tendency between the real and ideal categories, a need for improvement was perceived for every function except providing marriage counseling, which all groups perceived as unnecessary. Where significant differences occurred between group responses, administrators and counselors collectively tended to disagree with the other groups. Although faculty and students saw the usefulness of all counseling functions except marriage counseling, counselors did not consider registration assistance, student screening, and providing information on students to the college useful. A review of the literature is included, and a bibliography is appended. (NHM)

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# Evaluation of the Counseling Program of an Urban Community College by Staff and Students

SOLOMON L. BADGER, III

BEST COPY AVAILABLE

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

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TABLE OF CONTENTS


| | Page |
|---|---|
| ACKNOWLEDGEMENTS | ii |
| LIST OF TABLES | v |
| Chapter | |
| 1. INTRODUCTION | 1 |
| THE PROBLEM | 2 |
| BACKGROUND OF THE STUDY | 3 |
| SIGNIFICANCE OF THE STUDY | 4 |
| STATEMENT OF MAJOR ISSUES, RESEARCH QUESTIONS | 5 |
| HYPOTHESES | 6 |
| BASIC ASSUMPTIONS | 9 |
| DEFINITIONS OF TERMS | 9 |
| SCOPE AND LIMITATIONS | 10 |
| IMPLICATIONS | 11 |
| 2. REVIEW OF RELATED LITERATURE AND RESEARCH | 13 |
| NEED FOR EVALUATION IN AREA | 13 |
| LITERATURE AND RESEARCH ON METHODOLOGY | 15 |
| LITERATURE AND RESEARCH ON RELATED STUDIES | 19 |
| 3. PROCEDURES AND SOURCES OF DATA | 25 |
| DEVELOPING THE INSTRUMENT | 25 |
| SAMPLE SELECTIONS | 26 |
| DATA ANALYSIS | 29 |
| 4. RESULTS | 30 |

TABLE OF CONTENTS (continued)

Page

Chapter

5. CONCLUSIONS AND RECOMMENDATIONS..... 64

CONCLUSIONS..... 64

RECOMMENDATIONS..... 68

PROCEDURES FOR IMPLEMENTATION..... 70

BIBLIOGRAPHY..... 72

AUTOBIOGRAPHICAL SKETCH..... 75

APPENDIXES

A. INSTRUMENT..... 77

B. FIRST LETTER TO COLLEAGUES..... 82

C. SECOND LETTER TO COLLEAGUES..... 83

D. FIRST LETTER TO STUDENTS..... 84

E. SECOND LETTER TO STUDENTS..... 85

# LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Advising Students Enrolled Regarding Career and Vocational Considerations" As An Actual, Ideal and Useful Activity..... | 32 |
| 2. | Percentage of Respondents in EAch Group from Combined Campuses, Rating the Counseling Function "Advising All Students on the Kinds of Courses Needed for Program of STudies" as an Actual, Ideal and Useful Activity..... | 33 |
| 3. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing and Implementing Programs and Activities Specifically Designed to Enhance Staff Development Throughout the College" as an Actual, Ideal and Useful Activity..... | 34 |
| 4. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Coordinating Communications Between Area High School and Colleges" as an Actual, Ideal, and Useful Activity..... | 35 |
| 5. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Serving as a Resource Person to Faculty upon Request in Matters Related to Guidance and Counseling" as an Actual, Ideal and Useful Activity..... | 36 |
| 6. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Serving as a Resource Person for the Community" as an Actual, Ideal and Useful Activity..... | 37 |
| 7. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Fostering more and Better Lines of Communications Between Faculty, Staff, Students, and Administrators" as an Actual, Ideal and Useful Activity..... | 39 |
| 8. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Sounseling Function "Planning and Implementing Orientation Sessions for Incoming Freshmen" as an Actual, Ideal and Useful Activity..... | 40 |

LIST OF TABLES (continued)


| Table | | Page |
|---|---|---|
| 9. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "To Facilitate Group Experiences for Personal or Self-Growth" as an Actual, Ideal and Useful Activity..... | 41 |
| 10. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Assisting Individual Students, Faculty and/or Student Groups in Value, Moral and Philosophic Conflicts" as an Actual, Ideal and Useful Activity..... | 42 |
| 11. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "To Provide Marriage Counseling Services" as an Actual, Ideal and Useful Activity..... | 43 |
| 12. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Advising Faculty on Possible Methods of Resolving Classroom Differences as an Actual, Ideal and Useful Activity.... | 44 |
| 13. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing Innovative Methods to Insure Continual Dialogue Between Faculty and Students" as an Actual, Ideal, and Useful Activity..... | 45 |
| 14. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Being Available to Students for Consultations on Personal Problems" as an Actual, Ideal and Useful Activity..... | 46 |
| 15. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Screening and Placing Students in Classes According to their Abilities" as an Actual, Ideal and Useful Activity..... | 47 |
| 16. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Administration and Interpretation of Tests for Determining Students Attitudes, Aptitudes and Interest as They Apply to Future Vocations" as an Actual, Ideal, and Useful Activity..... | 48 |

LIST OF TABLES (continued)


| Table | | Page |
|---|---|---|
| 17. | Percentage of Respondents from Each Group from Combined Campuses, Rating the Counseling Function "To Provide Feedback to the College Regarding Relevant Student Information Gained Before Classroom Contact" as an Actual, Ideal and Useful Activity..... | 50 |
| 18. | Percentage of Respondents in Each Group from Combined Campuses. Rating the Counseling Function "To Provide Information and Recommendations for Students Who Transfer to Other Colleges or Universities or Enter the Job Market" as an Actual, Ideal and Useful Activity.. | 51 |
| 19. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing And Implementing Programs and Activities Specifically Designed to Enhance Racial and Ethnic Interaction Between Individuals and Groups Both Within the School and Community At Large" as an Actual, Ideal and Useful Activity..... | 52 |
| 20. | Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Helping Students Who Are Not Succeeding To Choose Other Levels in Courses or Programs" as an Actual, Ideal and Useful Activity..... | 53 |
| 21. | Percentage of Respondents in Each Group From Combined Campuses, Rating the Counseling Function "To Organize, Coordinate, and Facilitate a Department of Humanistic Education at Florida Junior College" as an Actual, Ideal and Useful Activity..... | 54 |
| 22. | Percentage of Respondents in Each Group From Combined Campuses, Rating the Counseling Function "To Assist in the Process of Registration" as an Actual, Ideal and Useful Activity..... | 56 |
| 23. | Summarization of Group Responses, North, South and Kent Campuses Combined, Indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Response), Moderate Agreement (Med-Lo Response), or Disagreement (Lo-Zero Response) With Each Function as an Actual Counselor Activity..... | 59 |

LIST OF TABLES (continued)


| Table | | Page |
|---|---|---|
| 24. | Summarization of Group Responses, North, South and Kent Campuses Combined, Indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Response), Moderate Agreement (Med-Lo Response), or Disagreement (Lo-Zero Response) With Each Function as an Ideal Counselor Activity..... | 61 |
| 25. | Summarization of Group Responses, North, South and Kent Campuses Combined, Indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Responses), Moderate Agreement (Med-Lo Response), or Disagreement (Lo-Zero Response) With Each Function as a Useful Counselor Activity..... | 63 |

## ABSTRACT

### PURPOSE

The purpose of this study was to determine to what extent the counseling function of an urban community were being satisfactorily achieved from appraisals by students, faculty, administrators, and the professional staff of counselors. The study further sought to determine if there were relationships between the groups perceptions of the extent to which these functions were actually being performed, should have been performed, or had been useful.

### PROCEDURES

In order to conduct this study, it was necessary to develop an instrument for collecting data from the four groups selected. Semi-structured interviews were scheduled with subjects from each group in order to solicit data to be used in the construction of the instrument. The instrument was submitted to a panel of experts to determine if the instrument would fairly sample the areas of concern. The instrument, with deletions and revisions, was then administered to a sample group representing each of the groups to test it for clarity and content.

A stratified random sampling technique was employed to identify a student sample from each campus which approximated the population. A random sample of fifteen percent of the faculty from each campus was selected to make up the faculty sample. All administrators and counselors assigned campus responsibility on each campus were asked to participate in the study.

Of the three hundred twenty-one subjects selected, two hundred nineteen responded representing a total of sixty-eight percent.

All subjects were asked to respond to a twenty-two item instrument in terms of the extent to which they perceived the functions were, should have been or had been useful as counseling functions. Their data were tallied. A 4x4 chi square statistical formula, using the fos 101 n program for the IBM 370-165 Computer with nine degrees of freedom, was used to determine associations. The .05 level of significance was used. Data were reported in tabular form in percentages to the nearest whole.

Recommendations were made based upon the analysis and interpretations of the data.

## PRINCIPLE FINDINGS

The results of this study revealed that of the twenty-two functions tested, a need for improvement was indicated in all except one. This was evidenced in the fact that each function, except for providing marriage counseling, a strong increase in the response tendency was noted in the between the real and ideal categories.

A further examination of the data revealed that where significant differences occurred between groups responses, administrators and counselors respectively, tended to disagree with the other groups perceptions most.

A summarization of the data revealed that all groups were in clear agreement that counselors were actually involved in assisting students in the process of registration. All groups were in agreement, to a moderate extent, that counselors were actually involved in 1)

coordinating communications between high schools and colleges, 2) functioning as a community resource person, 3) facilitating in group experiences for personal and self growth, 4) serving as an advisor for moral and philosophic conflicts, and redirecting non succeeding students.

All groups felt that the counselors were not to any major extent involved in marriage counseling or promoting dialogue between faculty and students.

The summarization further revealed that all groups were in clear to moderate agreement on seventeen of the twenty-two counseling functions as ideal for counselors to have been involved in. Administrators felt that marriage counseling, providing a department of humanistic education, and screening and placing students in classes should not have been performed by counselors.

With respect to the usefulness of the counseling function, students indicated with clear to moderate agreement that all of the twenty-two except marriage counseling had been useful activities. The faculty was in clear to moderate agreement that all except marriage counseling and implementing staff development programs had been useful. Counselors were in clear to moderate agreement with all functions except 1) providing marriage counseling, 2) assisting with registration, 3) screening and placing students, and 4) providing information on students to the college before classroom contact.

Chapter 1

INTRODUCTION

Evaluation is an aspect of student development which is often neglected. Many of the recent studies on student development point out the need for evaluation but not many studies are attempted, and even fewer published, which specifically relate to the evaluation of counseling functions. Fordyce commented that the most complex and important responsibility facing administrators in student personnel today is one of determining the means by which colleges can measure efficiency and the effectiveness of its own student services. "Emphasis, according to Fordyce, in recent years has been placed upon an overall college approach in terms of an all college evaluation as opposed to any attempt to evaluate student development apart from the remaining influences of the college environment".[1]

At Florida Junior College at Jacksonville, evaluations represent a major aspect of the total college program. An evaluation resulted in a commitment to continue to better serve students by establishing an institutional plan for accountability which includes evaluation procedures. Sub-plans relating to each of the departments represented in the college were extracted from the institutional plans.

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[1]Joseph W. Fordyce, "Evaluation of Student Services in Community Colleges," Student Development Programs in the Community Junior College, ed. T. O'Banion and A. Thurston (New Jersey: Prentice Hall, Inc., 1972), pp. 92-3.

The sub-plan for the department of student development, which affected the counselors employed at the college, addressed itself only to the advising function which was performed by the counselors. This function, although considered a necessary facet of the counseling program, by no means represented a totality of the services and functions available. The writer contended that evaluation should and must start with a recognition of all the specific goals, aims and functions of the student personnel services. Further, these goals, aims and functions should and must be consistent with the general aims of the college.

Counseling represented the nucleus of the Department of Student Development at Florida Junior College. An examination of the history of the college revealed that overall evaluative studies had been conducted in the past which included the student Development Department and provided valuable information for examining and restructuring the program. However, no attempt had been made, on a college wide basis, to obtain the views of administrators, teaching faculty, students, and the professional staff of counselors concerning the effectiveness of the various functions involved in the counseling program.

## The Problem

The fundamental purpose of this study was to determine to what extent the functions of the counseling program were being satisfactorily achieved at Florida Junior College at Jacksonville in the opinion of administrators, counselors, faculty members and students. A further aim was to determine if there were relationships between the way that the sample groups perceived the functions as real, ideal and useful.

Background Of The Study

This section had as its major purpose to describe the Student Development program within the district structure of Florida Junior College, of which the counseling department represented a major thrust, in order to provide a global view of the setting, commitments, and experiences which prompted the investigation.

The Florida Junior College at Jacksonville was authorized by the 1963 Florida Legislature to provide a wide variety of educational services primarily for people of Duval and Nassau Counties.

The college admitted a charter class of 2,610 students for the fall term of 1966. In the eight year existence of the college, enrollment has exceeded 60,000. Numerous new programs had been added to broaden the offerings of the college and thus increase service to the community. Along with the increase in enrollment, Florida Junior College had grown from a single campus institution to a multi-campus institution and was awarded accreditation status by both the State of Florida Department of Education and the Southern Association of Colleges and Secondary Schools.

The Student Development Department of Florida Junior College had the responsibility for providing and maintaining a counseling program. The college committed itself to this program in its statement of philosophy and established as one of its ten major objectives "to provide and encourage use of a comprehensive guidance and counseling service for enhancement of personal and professional growth."[2]

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[2] Florida Junior College Catalog. "Philosophy and Objectives," Jacksonville: 1974-75. p. 12

Each of the campuses of Florida Junior College has a Dean of Students assigned. Each campus is also assigned an equal number of counselors who are responsible directly to the Campus Dean.

The geographic location of each campus contributes to the obvious differences in student characteristics. These differences appear more prominent in the areas of academic orientation, career and vocational plans, personalities, interests, and academic expectations. Thus, it can readily be assumed that counselors' functions at each campus would approximate the characteristics of the student population that the particular campus serves.

This study was designed to compare the extent to which a number of general counselor functions, identified on each campus as being appropriate, were perceived as real or ideal. The study further sought to measure the usefulness of each of the identified functions.

Significance Of The Study

The current demands for accountability from parents, educators, legislators, and others responsible for the funding of educational programs have created an awareness of the need for evaluation of services in student development programs.

As was alluded to in the introduction, Fordyce pointed out that current trends in evaluation tend to incorporate the evaluation of student development into the overall college evaluations. Although this technique has proved satisfactory in previous years, the demands for accountability are forcing individual departments to re-examine their objectives, roles, and functions within the educational environment.[3]

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[3]Fordyce, loc. cit.

This study is suggested as being a step in that direction.

At Florida Junior College, program assessments for the overall Department of Student Development were conducted periodically. However, there had been no attempt to evaluate the counseling program specifically, nor had there been an opportunity on a large scale to have administrators, faculty members, students, and counselors evaluate the counseling program by contributing their opinions.

Evidence of a program's success can best be rendered by individuals who are directly affiliated with the program. This study was suggested to be a step in that direction, and was significant in that the results provided information and statistical data to persons concerned with the operations of a counseling program. Function priorities were established based upon the data and appropriate recommendations were made for change where necessary.

## STATEMENT OF MAJOR ISSUES, RESEARCH QUESTIONS

The following were questions which the study sought to answer:

1. What is the relationship between functions of the counseling staffs on the three campuses as perceived by counselors, students, faculty and administrators?

2. What was the relationship between the way individual counseling staffs perceive their functions and the way these functions are perceived by students, faculty, and administrators on each campus?

3. That is the relationship between the usefulness of the counseling function as perceived by students, faculty, and administrators on each campus?

4. What was the relationship between the way that the combined staffs of counselors from the three campuses perceived their functions and the way that their functions were perceived by combined groups of students, faculty, and administrators of all three campuses?

5. What was the relationship between the way that the combined staffs of counselors representing each of the three campuses perceived their functions as being useful?

6. Were there any specific functions which were of common concern to the separate groups in the sample populations?

Hypotheses

Several hypotheses were generated from the background and rationale for this study. These hypotheses were tested at the .05 level of significance using the chi square procedure of statistics.

These hypotheses, stated in null form, are:

1. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful as an advisor in the area of career and vocational considerations.

2. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in advising students on the kinds of courses needed for specific programs of study.

3. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in developing and implementing programs to enhance staff development.

4. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in coordinating communications between area high school and colleges.

5. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful as a resource person for faculty in matters related to guidance and counseling.

6. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor's function is, should be, or has been useful as a resource person for the community.

7. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in fostering communications between faculty, students and administrators.

8. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in the planning and implementing of orientation sessions for incoming freshmen.

9. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in facilitating group experiences for personal and self growth.

10. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in assisting individuals or groups in value, moral, and philosophic conflicts.

11. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in providing marriage counseling service.

12. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful as a developer of methods and techniques for promoting dialogue between faculty and students.

13. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful as an advisor to faculty on methods of resolving classroom difficulties.

14. There is no significant relationship between staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in being available for consultations on personal problems.

15. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in screening and placing students in classes according to abilities.

16. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in the area of administering and interpreting tests for determining students' attitudes, aptitudes, and interest as they apply to possible future vocations.

17. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in the area of gathering and providing relevant student information to the college prior to classroom contact.

18. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in providing information and recommendations for students who transfer to other colleges or enter the job market.

19. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in developing and implementing programs to enhance racial and ethnic interactions within the school and community.

20. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in helping the unsuccessful student to choose other levels in course or programs.

21. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in the organization and coordination of a department of humanistic education.

22. There is no significant relationship between the staff's and student's perceptions of the extent to which the counselor is, should be, or has been useful in assisting students in registration process.

Basic Assumption

The following were assumptions for the study:

1. The instrument to be used was valid for gathering the data needed to complete the study.

2. Administrators, faculty, students and counselors selected for the study reported honest responses to the survey questions.

3. The rationale used in selecting study groups represented and adequate sampling of each of the populations.

4. That students, administrators, faculty, and the professional staff of counselors could adequately assess the counseling program.

5. A need for evaluation in the area of counseling at Florida Junior College was necessary.

6. That the use of chi square statistics as a tool in the treatment of the data represented valid criteria for forming conclusions.

Definition of Terms

The following definitions are employed for purposes of this study:

1. Administrator - Any person whose primary duties involve the directing, scheduling, or supervising other Board employees.

2. Student - Any person enrolled at Florida Junior College in a minimum of twelve (12) semester hours of college credit courses. (Full-time)

3. Faculty - Any certificated person employed by the Board whose primary duties involve teaching of students in a classroom setting.

4. Professional Staff - (counselors) Any certified person employed by the Board whose primary responsibility is to function in the capacity of counselor in the department of Student Development.

5. Counseling Function - All of the activities which are usually performed by certified personnel employed by the Board in the capacity of counselor. These activities include academic advising, testing, placement, follow-up staff development, referral service, career exploration, group counseling, personal counseling and serving as a community resource person.

6. Student Development - Most recent name assigned the department which is commonly referred to as student services. Inclusive of counseling and related functions, student activities and work programs.

7. District - Central administration for the multi-campus setting of Florida Junior College at Jacksonville.

8. Combined Staffs - A combination of persons according to title from all campuses, e.g., all students involved in the study regardless of campus designation, etc.

9. Separate Groups - Relating to counselors, administrators, faculty, and/or students according to campus.

## Scope and Limitations

A number of limitations were necessary for a study such as the one conducted here. This study sought to gather and interpret data concerning the extent to which a given counseling program was, and should have been, functioning from appraisals by those persons who were serviced by that counseling program. The study further sought to determine the extent to which the functions were perceived as useful

by persons served by the program. Other limitations were placed on the study.

As was explained in the Background of the Study, Florida Junior College currently has an enrollment of more than 60,000 students at its campuses and centers throughout the community. However, this study did not include students registered in the college in programs other than for college credit. The campuses of concern to the study were limited to the Kent, North and South Campuses. Moreover, the teaching faculty, administrators and counselors referred to in this study were likewise limited to those involved in the college credit programs and assigned to the above named campuses.

The functions which were assessed by the survey instrument were limited to those functions that were most commonly identified in the initial interviews with administrators, faculty members, students and the professional staff of counselors, and were not intended to represent any prescribed set of functions unique to all counseling situations.

Implications

In recent years counseling as an aspect of the educational process in the community college has experienced severe attacks from faculty, administrators, students, legislators, and others in the general public. The quest for accountability in education, coupled with the diverse and ever charging needs of students have created a situation whereby counselors must maintain an awareness of student needs in order to justify their existance.

It was anticipated that the process and the results of this study will provide for the first time an opportunity for the counseling staffs on the individual campuses to see what persons affected by the services felt about those functions which the counselors had previously identified as relevant. With this information, and the recommendations made by this study, it was expected that improvements will be made in the existing program that would allow for more emphasis in areas of importance.

Chapter 2

## REVIEW OF RELATED LITERATURE AND RESEARCH

### Need for Evaluation in Area

Most of the literature on the evaluation of counseling functions is included in the more general area of guidance service. However, there seems to be general agreement among many of the authors that the need exist for evaluation in this area, and that the evaluation would be most effective in the area of outcomes of services. Cottle referred to the limited nature of published studies on counseling, guidance services, group programs, testing practices and miscellaneous guidance services.[1]

Rothney and Farwell recognized the need for evaluation and commented that their search revealed little evidence that the need was being met. Although they mentioned several before and after studies, control group studies and miscellaneous studies which had been conducted, their major contention was that "the problem of securing adequate criteria and devising suitable research designs had not yet been solved."[2]

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[1] William Cottle, "The Evaluation of Guidance Services," Review of Educational Research, XXVII: (April, 1957), 229-34.

[2] John Rothney and Gail Farwell, "The Evaluation of Guidance and Personnel Services," Review of Educational Research, XXX: (April, 1960), 168-169.

Koeppe and Bancroft reviewed the literature and revealed that the need persisted for research examining the process and product of counseling and guidance in student services programs. They commented that the need continues for persons to write and share results and ideas.[3]

In a paper presented to the American Personnel and Guidance Association, Edward Kuhl reported the results of an attempt to direct National Defense Education Act Title V monies to the community colleges of the state of Maryland. After a series of discussions and debates among the eleven college presidents, state department representatives and personnel workers, it was decided that the greatest need existed in the area of evaluation in the community colleges as a whole for the purpose of advertisement. An evaluation group was selected from the colleges to study through opinion survey the services and practices offered in student services. An instrument was devised which sought attitudes and opinions of students, faculty, administrators and personnel staffs. Responses were tallied on a statewide basis. The tabulated results allowed for some judgments to be made about what functions were being well or poorly perceived or what functions were being seen as different by the various groups.[4]

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[3]Richard Koeppe and John Bancroft, "Elementary and Secondary School Programs," Review of Educational Research, XXXVI: (April 1966), 219-229.

[4]Edward C. Kuhl, Jr., "Do We Make a Difference -- New Directions in Evaluations," ERIC Clearing House for Junior College Information, Los Angeles: Paper presented to APGA Convention, Las Vegas, 1969.

Metzler inspected previous studies evaluating the literature rather than inspecting the actual research itself and generalized that the field is operating primarily on assumption rather than evidence, and that since there was no agreement on goals, it was impossible to determine a general criteria to measure effectiveness of counseling and guidance programs. Thus, it becomes necessary for the evaluator to identify goals, objectives, aims, or functions of the particular institution in order to conduct an investigation.[5]

These authors all seem to be saying that the need for evaluation exist and that the need is great in quantity and quality.

Literature and Research on Methodology

Although it is recognized by researchers that no single method of evaluating counseling services would be unique to all situations, several authors have identified the need for more investigations using the opinions of students, staff, teachers, counselors, administrators and parents to determine effectiveness of counseling and guidance programs. Russell and Willis found this to be true in their cursory review of the literature, and they proceeded to add one study of their own. As they indicated, perhaps the sources should be assessed more frequently.[6]

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[5]John H. Metzler, "Evaluating Counseling and Guidance Programs. A Review of Literature, 1946-1962," Vocational Guidance Quarterly, XII: (Summer 1964), 285-289.

[6]J. C. Russel and A. R. Willis, "Survey of Teacher Opinions of Guidance Services," Personnel and Guidance Journal, XLII: (March, 1964), 707-709.

Dressel, did a partial review of literature surveying evaluation studies in the area of counseling. He found that three major approaches were used: (1) studies concerned with the counseling process itself; (2) studies concerned with the outcome of counseling; and (3) studies based on data from tests and rating procedures where the outcomes are implicit in the technique rather than explicit.[7]

McDaniel and Shuftel among their three basic approaches to evaluating services of guidance programs suggested the survey of opinions which involves amassing opinions of various concerned people--clients, parents, teachers, administrators, and guidance experts.[8]

Miller discussed two general methods of evaluating guidance services: (1) survey student needs and the services offered, then try to judge how adequately the needs are being met, and (2) define the objectives, select criteria deemed to be suitable to indicate progress towards the objectives, and determine the extent to which the criteria are satisfied. Because there can be criticism leveled at the use of student satisfaction, opinion, or feeling as a criterion for evaluation, the author proceeded to make a case in defense of this type of information.[9]

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[7]Paul Dressel, "Research in Counseling: A Symposium," Personnel and Guidance Journal, XXXI: (February 1953), 284-287.

[8]Henry B. McDaniel and G. A. Shaftel, Guidance in the Modern School, (Hinsdale: Henry Holt and Company, 1956), p. 28.

[9]Carol H. Miller, Foundations of Guidance, (New York: Harper and Rowe, 1971), 39-51.

He felt that valuable information on the practical level can be derived to point out areas of need emphasis:

> Administrators, counselors, teachers and others concerned with guidance services may be stimpulated to reconsideration of existing practices. And, although students are hardly in a position to pass professional judgment on guidance services and programs, still the program exist for the benefit of the students, and surely, students on a secondary schcol level or above can tell us something of importance about their own perception of their needs and their feelings as to how well the guidance service is meeting their needs.[10]

Barry and Wolf after making a plea for more research in evaluation, defined two types of research used in evaluation: (1) the survey type, which is based upon the results of questionnaires and interviews, and usually explores existing practices, needs, and opinions, and (2) the classical type, where a problem or hypothesis is stated, research methods devised, and facts gathered. They suggested a third type of research using anthropological and sociological methods which they felt should be tried.[11]

Hill and Nitzschke, after reviewing other studies, pointed out several issues which experience had taught regarding the use of student and parent evaluations. Among these were: (1) students have a will to express opinions; (2) that the students opinions reflect the uniqueness of each school; (3) that reactions are surprisingly different and;

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[10] Ibid., p. 414.

[11] Ruth Barry and Beverly Wolf, Modern Issues in Guidance and Personnel Work, (Columbia: Teachers College Press, 1963).

(4) surveys must be geared to the local program.[12]

Dunlap observed that differences of opinion existed between various groups concerning the functions of the counselor. He also suggested that the role of the counselor is determined by his training, judgment and by professional and community pressures and expectations. He proceeded to develop a questionnaire and administered it to counselor educators, school administrators, teachers and students. The findings of the Dunlap study were as follows regarding the counselors' function:

1. All groups felt it appropriate for the counselor to engage in educational counseling.
2. The various groups reactions differed in regard to counselors doing personal counseling.
3. Most felt counselors should do vocational counseling.
4. There was support for the need of competency in testing and diagnosis.
5. Professional educators rejected administrative and clerical tasks, but students and parents supported these.
6. Counselors and counselor educators could differentiate between counselor and teacher; the others could not.
7. Parents and students expected counselors to be advice givers.[13]

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[12]George E. Hill and Dale F. Nitzschke, Students and Parents Evaluate the Schools Guidance Program, (Athens: Center for Educational Services, College of Education, Ohio State University, 1960).

[13]Richard S. Dunlap, "Professional Educators, Parents, and Students Assess the Counselor's Role," Personnel and Guidance Journal, XLIII: (June, 1965), 1024-1025.

The preceeding studies all seem to suggest that the survey method of evaluating guidance and counseling services by various groups is a valid approach. Although terminology may differ, the studies indicate that reactions by students, parents, administrators, faculty, and the professional staff of counselors will yield a valid assessment of a counseling program within a particular school or college providing the criteria used for assessment considers the uniqueness of the particular institution being evaluated.

Literature and Research on the Related Studies

A study conducted by DeVolder regarding the definition and appraisal of counselor functions in selected Iowa Community Colleges, revealed that a discrepancy existed between the student and counselor perceptions of what counselor functions are important. The study utilized an instrument containing thirty-six functions identified by both counselors and students from a total of sixty-eight functions to determine the extent of importance given each function by the sample groups. This study found a difference significant at the .05 level of confidence in twenty-six of the thirty-six items identified as functions. It was noted that students seemed to place importance on functions that they appeared to be familiar with the counselor performing. On the contrary those functions which the counselor felt were significant to his training and satisfaction on students considered as unimportant. The study recommended that the Iowa Community College counselors define their role and adhere to it, or modify their role to include some task which

they are presently not willing to accept.[14]

A similar study conducted by the Michigan Department of Education under the title V-A of the National Defense Education Act sought to survey student and counselor perceptions of the emphasis placed upon specific counselor functions. The study utilized fourteen community colleges in the area to obtain responses from students and counselors from which the following questions were to be answered:[15]

1. Which functions to counselors feel receive enough or too much emphasis?
2. Which functions do students feel receive enough or too much emphasis?
3. Which functions do counselors feel need more emphasis?
4. Which functions do students feel need more emphasis?
5. Which functions listed do counselors feel are not counselor functions?
6. Which functions listed do students feel are not emphasized at all? [16]

The results of the study showed that counselors were more concerned with promoting coordination among faculty, students and administration and with conducting surveys for strengthening student services.

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[14] DeVolder, John P., "Community College Students Define Counselor Role," Los Angeles: ERIC Clearinghouse for Junior College Information, University of California, 1969 (ED030-411).

[15] Michigan State Department of Education, "A Survey of Student and Counselor Perceptions of the Emphasis Placed on Specific Functions in Michigan Community Colleges," Lansing Office of Education, Department of Health, Education and Welfare; Washington, D. C., 1969.

[16] Ibid., p. 5.

Students felt that a greater emphasis was needed on recommendations on scholastic programs and on chances of achieving them.[17]

Twyman Jones commented on the considerable amount of scepticism which prevails around the significance of the counseling contributions to the educational process. He comments as follows:

> ...much of the current disenchantment with counseling in our junior colleges appears to be the result of efforts to resolve various questions related to the problem of determining what constitutes the role for counselors.[18]

In an attempt to define an appropriate role of counselors in the junior colleges, Jones concluded that counselors must themselves determine whether the counselors should engage in activities which might be considered psychotherapy, and whether they should spend a substantial portion of their time performing the academic advising function. The author doubts if the counselor can perform both functions effectively and makes the recommendation that the counselor in the process of helping the student to make decisions consider the personal adjustment of the student. However, where psychotherapeutic help is necessary, the counseling staff should be provided with a staff psychologist or resource psychologist.[19]

With respect to the academic advising functions, Jones contends that although it is greatly recognized that the counselor functions

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[17] Ibid., p. 29.

[18] Jones, Twyman, "Some Comments on the Role of Junior College Counselors," (Los Angeles: Clearinghouse for Junior Colleges Information, University of California, 1969), p. 6. (ED-034-541).

[19] Ibid., pp. 1-2.

well as an academic advisor, and that it is administratively convenient for counselors to perform all academic advising, there is no evidence to indicate that the counselor provides the student with more accurate information than faculty advisors. Thus, he advocates that the counselors function should be to train faculty or para-professionals to assist in the advising function and to work under the close supervision of the counseling staff as an alternate to using professional counselors to devote full time to this function. Hence, the counselor should be allowed to devote more time to the function of helping students with developmental problems.[20]

In reviewing the role and function of the counselor, Fredda Witherspoon examines the counseling function from the position of group facilitator. She considers, among the several factors involved in the group process, the counselor's conception of his function in the group. She discusses at length two basic perceptions that are often characteristic of counselors in this setting. First, the counselor who perceives his function to be dissolving into the group and allowing for all assistance to come about from interaction and cooperation from the entire group. The second perceived function being to remain active as a counselor utilizing his training and experience to help the group to grow. Thus his primary function, as far as the group is concerned, is to assist in creating an atmosphere in which students can explore common problems and relations.[21]

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[20] Ibid., pp. 4-6.

[21] Witherspoon, Fredda D., "Group Guidance in Junior College- A Frame of Reference," Los Angeles: Clearinghouse for Junior College Information, University of California; H. Lewis Junior College District, 1967. pp. 10-17. (ED-016-487).

As a part of a five part monograph prepared by the Harrisburg Area Community College in an attempt to illustrate how the college is meeting the changing needs of students, a creative approach to counseling is presented. The counseling functions are described as providing orientation and career information for students; appraisal, testing, and record keeping; counseling and advising students; participation in student activities and making evaluations of the counseling program and other programs of the college.[22]

Harold Heiner in examining ways to increase the effectiveness of college counseling, particularly in rural districts, sees the college counselors function as a resource person to the community where referral services to specialized agencies are unavailable or overcrowded. Recognizing the tremendous amount of flexibility in the community college program, the author envisions the counselor as a resource person to the community whose function it is to maintain a list of area resources, establish interagency contacts and encourage professional meetings for the whole community. In so doing, the counselor can be of service to those needing special care such as the drug addict, the potential suicide, the pre-psychotic, the unhappily married, the homosexual and others.[23]

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[22] Harrisburg Area Community College, "Meeting the Changing Needs of Students." ERIC Clearinghouse for Junior College Information, Monograph 4. Harrisburg, Pennsylvania: 1970. 26p.

[23] Harold Heiner, "An Expanded Role for The Community College and its Counseling Center." ERIC Clearinghouse for Junior College Information. Los Angeles; 1968. 10p. (ED-27-875)

Kandor, Pulvico, and Stevic, in identifying role perception of counselors recognized a need for the reduction of dissonance between counselors and teachers, and commented that counselors must "educate those people with whom they work as to what is involved in their jobs as counselors" and must further educate themselves as to ways in which they can be more helpful in working relationships with students, parents, teachers and administrators.[24] A questionnaire administered to a sample population from each of the above groups was used in the study. Subjects were required to react to specific situations, each involving a function of the counselor. The study found that there was more disagreement between counselor and teacher than there was agreement with regards to function. It was concluded that the counselor needs to identify areas of disagreement on functions, reach a compromise and move on towards a more acceptable role for himself and a more meaningful role for his students.[25]

The information in this chapter indicates that a need for study in the area of concern does exist and that the approach, or similar approaches, have been reported for several years. The technique proposed has proven to be useful in well designed studies. Where the results have yielded valuable information for improved understandings of programs in guidance and counseling.

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[24] J. Kandor, C. Pulvico, and R. R. Stevic, "Counselor Role Perceptions: A Method of Determining Agreement and Disagreement," School Counselor, XVIII (May 1971), 373

[25] Ibid., 380-381.

## Chapter 3

## PROCEDURE AND SOURCES OF DATA

### Developing the Instrument

The purpose of this study was to determine to what extent the functions of the counseling program at Florida Junior College at Jacksonville were being satisfactorily achieved in the opinion of campus administrators, counselors, teaching faculty, and students. A further aim was to determine if there were relationships between the way the groups perceived the functions as real, ideal, and useful.

In order to conduct this study, it was necessary to identify all functions that were considered to be appropriate for the counseling staff at each of the campuses. Thus, an interview was scheduled with one administrator, three faculty members, one counselor, and eight students from each campus. These persons were selected at random for the purpose of gathering information to be used in the construction of an instrument.

In order to provide for some structure in the interviews and to eliminate rambling, the following lines of questioning were used and were considered to include all facets of the counseling program:

1. Identification and appraisals of the existing counseling functions.
2. Inquiry into selected functions that were apparent or expressly stated.
3. Expressions of concern and interest in various function expectations.

4. Expectations and suggestions for improvement of the program.

5. Exploration of factors usually associated with the counseling department.

These statements were considered to be of a nature that would put the subject at ease and provoke a free line of communication.

Information gathered from the interviews was synthesized and utilized in the construction of a thirty-item instrument. Each statement was to be rated according to a scale of high extent, medium extent, low extent, and zero extent in each of three categories which represented the actual, ideal, and utility of the function as perceived by the subject.

A panel of experts consisting of one counselor from each campus met with the investigator and reviewed the statements to determine if they fairly sampled the areas of concern in the study. Recommended changes and deletions were unanimously agreed upon by the panel. An instrument consisting of twenty-two items (see Appendix) was felt to deal fairly with the functions of the counseling department at Florida Junior College.

A pilot group of one administrator, one counselor, one faculty member and two students from each campus was asked to respond to the instrument and to comment on the clarity of the language and concepts used. This information was used in the development of the final instrument.

Selecting Samples

In order to get study groups which approximated the populations of administrators, counselors, faculty members, and students from each

campus, the investigator utilized both a random and the stratified sampling technique.

To insure that the student samples contained the same proportional distribution of respondents, a stratified sampling was used. The sample size for students was determined by obtaining the total number of enrolled students on each campus and employing the following formula:

$$N = \left(\frac{z}{e}\right)^2 (P)\ (1-P)$$

Where N = sample size

z = 1.96 (standard score corresponding to the .05 level of significance)

e = 0.10 (the proportion of sampling error)

P = estimated proportion of incidence of cases in the population.[1]

Thus,

NORTH

$$N = \left(\frac{z}{e}\right)^2 (P)\ (1-P)$$

$$N = \left(\frac{1.96}{0.10}\right)^2 (0.28)\ (0.72)$$

$$N = 77.45$$

SOUTH

$$N = \left(\frac{z}{e}\right)^2 (P)\ (1-P)$$

$$N = \left(\frac{1.96}{0.10}\right) (0.39)\ (0.61)$$

$$N = 91.39$$

KENT

$$N = \left(\frac{z}{e}\right)^2 (P)\ (1-P)$$

$$N = \left(\frac{1.96}{0.10}\right)^2 (0.33)\ (0.67)$$

$$N = 84.94$$

STUDENT SAMPLE SIZE

77.45

91.39

84.94

253.78 or 255

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[1]Bruce W. Tuckman, Conducting Educational Research, (New York: Harcourt Brace Jovanovich, Inc., 1972), pp. 204-206.

The total number of students to be used in the sample from each campus was combined to yield the overall sample size for students in the study group.

A computer printout of students enrolled was obtained. The Percentages of the enrolled students on each campus were determined from the total enrollment of 11,705. These percentages were extracted from the sample total of 255 students thereby yielding the total number of students to be used from each campus. These figures are presented as follows:

| Campus | Campus Enrollment | Percentage of Total Enrollment | Percentage of Sample Total |
|---|---|---|---|
| North | 3,255 | 28 | 72 |
| South | 4,600 | 39 | 99 |
| Kent | 3,850 | 33 | 84 |
| | 11,705 | 100 | 255 |

All administrators assigned as campus responsibility were asked to participate in the study. Thus, an administrative population for the study numbered twenty-four. However, three administrators from this group were used in the development of the instrument and were intentionally not included in the sample population.

An examination of teaching faculties assigned by campus to the North, South and Kent Campuses revealed that the three campuses involved in the study had almost identical populations (100, 100 and 98 respectively). The investigator arbitrarily selected a sample size of ten percent of the teaching faculty from each campus to participate in the study. Thus, the sample for faculty consisted of thirty persons. From a list of faculty assigned to each campus, the investigator assigned a

list of random numbers and selected ten faculty members from each campus.

All counselors assigned campus responsibility were asked to participate in the study. Thus, a sample group of eighteen counselors were asked to participate in the study.

It should be noted that in each group, persons who had participated in the earlier construction and testing of the instrument were eliminated. It was felt that this precaution was necessary in order to assure unrehearsed responses.

Data Analysis

The hypotheses presented in an earlier section of this study were tested statistically by use of a 4x4 chi square test of association for significance at the .05 level of confidence following the fos 101 n program for the IBM 370-165 Computer. The Fisher table was used to determine if relationships significally different.[2]

Sample groups were compared according to the tallied responses to the twenty-two statements of function in the categories of actual, ideal and useful. This enabled certain generalization to be made concerning the overall answering patterns of the compared groups.

All data were reported in tabular form and percentages were reported to the nearest whole.

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[2]Bruce W. Tuckman, Conducting Educational Research, New York: Harcourt Brace Jovanovich, Inc., 1972), 378.

Chapter 4

## RESULTS

A twenty-two item opiniornaire was developed in order to elicit responses from administrators, counselors, faculty members and students regarding the extent to which each of the counseling functions were perceived as real, ideal and useful. The number of persons responding to the instrument and the percentage of the sample for each group is reported as follows:

| GROUP | SAMPLE | RESPONDENTS | PERCENTAGE |
|---|---|---|---|
| Administrators | 21 | 17 | 81 |
| Counselors | 15 | 13 | 87 |
| Faculty | 30 | 27 | 90 |
| Students | 255 | 162 | 64 |
| Total | 321 | 219 | 68 |

Responses were reported in terms of percentages to the nearest whole. Comparisons and generalizations were made between group responses throughout the study regardless of whether relationships between the groups responses were found to be statistically different.

A test for relationship between group responses was computed for each of the twenty-two statement of functions using chi-square statistical methods with significance at the .05 level. Summarization tables were developed showing group majority opinions on that counseling function as reported by administrators, counselors, faculty

members and students.

On all tables, "S" indicated significant; "N.S." indicated not significant.

Regarding the first counseling function, "advising all students enrolled regarding career and vocational considerations," no statistically significant differences were found at the .05 level among the administrators, counselors, faculty or students from the three campuses on in the data combined from the three campuses. As can be seen from the combined data in Table 1, a majority, 62 to 76%, of each group perceived this function as an actual counselor activity. It should be noted however that the perception was stronger among the counselors, with 54% high extent ratings, than among the other three groups where the pronounced tendency was a medium extent ratings of this function as an actual activity.

Strong agreement was found among the respondents, with 58 to 73% high extent ratings, in consideration of the counselors advising students about career and vocational matters as a perceived ideal activity. Moreover, all groups tended to agree that this counselor function is a useful activity; this agreement was demonstrated through 76 to 85% medium to high extent ratings.

Table 1. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Advising Students Enrolled Regarding Career and Vocational Considerations" as an Actual Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 18 | 47 | 23 | 12 | 65 | 23 | 12 | 0 | 47 | 35 | 18 | 0 |
| Couns. | 13 | 54 | 23 | 23 | 0 | 58 | 34 | 8 | 0 | 46 | 31 | 23 | 0 |
| Faculty | 27 | 19 | 44 | 33 | 4 | 65 | 31 | 4 | 0 | 59 | 26 | 11 | 4 |
| Students | 162 | 25 | 42 | 26 | 7 | 73 | 22 | 4 | 1 | 48 | 29 | 18 | 5 |
| | | $X^2 = 8.95$, N.S. | | | | $X^2 = 4.59$, N.S. | | | | $X^2 = 3.48$, N.S. | | | |

Although no statistically significant differences were found among the four groups in their rating of counselors "advising all students on the kind of courses needed for program of studies" as either an actual or useful function, some trends were noted. Majorities of all four groups viewed this function as an actual one of the counselor, as seen by 60 to 84% medium to high extent ratings, with 62% of the counselor group rating this function as a high extent actual activity. As a useful function, again there was general agreement among the groups, demonstrated by 84 to 95% medium to high extent ratings; moreover, both students (62%) and faculty (77%) felt this activity was a useful counselor function.

In rating the counselor's role in advising students regarding particular study program courses as an ideal activity, a statistically significant ($p < .001$) difference was found among the respondents. Whereas strong majorities of all four groups, 76 to 100%, gave medium

to high extent ratings to this activity, stronger ratings were given by the faculty (81%) and students (80%) in the high extent category; i.e., a more pronounced tendency was seen among students and faculty from all three campuses to consider counselor advising about specific study program courses as a high extent ideal function.

Table 2. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Faction "Advising All Students on the Kinds of Courses Needed for Program of Studies" as an actual Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 22 | 39 | 35 | 0 | 41 | 47 | 12 | 0 | 35 | 53 | 12 | 0 |
| Couns. | 13 | 62 | 23 | 15 | 0 | 31 | 46 | 23 | 0 | 46 | 38 | 15 | 0 |
| Faculty | 27 | 30 | 37 | 33 | 0 | 81 | 19 | 0 | 0 | 77 | 19 | 4 | 0 |
| Students | 162 | 34 | 38 | 23 | 5 | 80 | 18 | 2 | 0 | 62 | 23 | 12 | 3 |
| | | $X^2$ = 10.50 N.S. | | | | $X^2$ = 34.12 S. | | | | $X^2$ = 13.44 N.S. | | | |

A statistically significant ($p < .001$) difference was found among the four groups of respondents in their rating of "developing and implementing programs and activities specifically designed to enhance staff development throughout the college" as an actual counselor function. Whereas zero to low extent ratings were given by majorities (52 to 77%) of each group, a notable proportion of students (48%) gave this activity a medium to high extent rating and it was considered a high extent actual counselor function by 38% of the thirteen responding counselors.

Whereas most administrators (58%), counselors (84%) and students (83%) felt that the counselors should be engaged in development

and implementation of programs and activities designed to enhance staff development, a significant proportion (81%) of the faculty rated this as a low to medium extent ideal counselor function. In their perceptions of this activity as a useful counselor role, although not significantly different, the groups showed some general tendencies. Strong majorities of the counselors (85%) and students (72%) gave this activity a medium to high extent rating as a useful function, while this rating range was selected by only 59% of the administrators and 58% of the faculty, with slightly over one-third of each of the latter two groups rating this counselor function as low in usefulness.

Table 3. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing and Implementing Programs and Activities Specifically Designed to Enhance Staff Development Throughout the College" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 18 | 6 | 41 | 35 | 29 | 29 | 29 | 12 | 29 | 29 | 35 | 6 |
| Couns. | 13 | 38 | 0 | 54 | 8 | 54 | 31 | 15 | 0 | 54 | 31 | 8 | 8 |
| Faculty | 27 | 4 | 19 | 54 | 23 | 15 | 35 | 46 | 4 | 19 | 38 | 35 | 8 |
| Students | 162 | 12 | 36 | 45 | 7 | 44 | 39 | 15 | 3 | 28 | 44 | 22 | 6 |
| | | $X^2$ = 32.56 S. | | | | $X^2$ = 22.74 S. | | | | $X^2$ = 8.79 N.S. | | | |

Relatively consistent ratings were found among the four groups of respondents in consideration of the counselor function "coordinating communications between area high schools and colleges." All four groups perceived this activity as a low to medium extent actual coun-

selor function, as expressed through 67 to 84% ratings in this range. As a useful and as an ideal role of the counselor, again the respondent groups concurred, with 73 to 92% medium to high extent ratings. Thus, although the various groups did not see this coordination function of the counselor as a strong current role of the counselor, apparently they did consider the counselors as effective in this activity and agreed that it should be a role of the counselor.

Table 4. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Coordinating Communications Between Area High Schools and Colleges" as an Actual, Ideal, and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 12 | 29 | 53 | 6 | 59 | 29 | 12 | 0 | 35 | 41 | 18 | 6 |
| Couns. | 13 | 31 | 23 | 46 | 0 | 50 | 33 | 17 | 0 | 42 | 42 | 17 | 0 |
| Faculty | 27 | 12 | 42 | 42 | 4 | 70 | 22 | 4 | 4 | 79 | 11 | 7 | 8 |
| Students | 162 | 19 | 36 | 32 | 13 | 56 | 35 | 5 | 4 | 46 | 28 | 21 | 5 |
| | | $X^2$ = 9.22 N.S. | | | | $X^2$ = 6.32 N.S. | | | | $X^2$ = 13.46 N.S. | | | |

Majorities of all four groups of respondents, as expressed through 54 to 68% medium to high ratings, felt that the counselor was actually involved in "serving as a resource person for faculty upon request in matters related to guidance and counseling." It should be noted, however, that a sizeable portion of the various groups did not feel that the counselors were serving in this role, as expressed by 28 to 40% low extent ratings.

General agreement was obtained among the groups, with 77 to 92% medium to high extent ratings, that the counselors were useful as resource persons for faculty in matters related to guidance and counseling; moreover, strong agreement was given, expressed through 86 to 100% group responses in the medium to high extent categories, that this activity should be a counselor function.

Table 5. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Serving as a Resource Person to Faculty upon Request in Matters Related to Guidance and Counseling" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 27 | 27 | 40 | 0 | 73 | 13 | 13 | 0 | 60 | 20 | 20 | 0 |
| Couns. | 13 | 31 | 31 | 38 | 0 | 85 | 15 | 0 | 0 | 77 | 15 | 7 | 0 |
| Faculty | 27 | 48 | 21 | 28 | 3 | 71 | 18 | 11 | 0 | 69 | 17 | 13 | 0 |
| Students | 162 | 20 | 40 | 32 | 8 | 50 | 37 | 10 | 3 | 42 | 35 | 18 | 5 |
| | | $X^2$ = 13.01 N.S. | | | | $X^2$ = 13.70 N.S. | | | | $X^2$ = 14.16 N.S. | | | |

When asked if the counselor was "serving as a resource person for the community," all groups tended to agree that this was a low to medium extent actual function, as expressed by 65 to 82% ratings in that response range. Majorities (71 to 92%) of the various groups perceived the counselors as medium to high extent useful in serving as community resource persons. However, a statistically significant ($p < .05$) difference was found among the respondents when questioned about whether or not this was an ideal counselor function. Virtually

all of the responding counselors (92%) felt that serving as a community resource person should be a medium to high extent counselor role, with 61% of that group giving this function a high extent rating as an ideal activity. Although the other groups tended to rate this counselor role as medium to high extent as an ideal function, with 68 to 81% ratings in this range, none of these other groups felt as strongly as the counselors that it should be a high extent ideal activity, and portions of these groups (19 to 32%) indicated that serving as a community resource person should be a low to zero extent activity of the counselor.

Table 6. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Serving as a Resource Person for the Community" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 0 | 39 | 53 | 18 | 24 | 53 | 18 | 6 | 18 | 53 | 24 | 6 |
| Couns. | 13 | 8 | 31 | 46 | 15 | 62 | 31 | 8 | 0 | 38 | 54 | 8 | 0 |
| Faculty | 27 | 12 | 40 | 32 | 16 | 43 | 25 | 32 | 0 | 46 | 25 | 29 | 0 |
| Students | 162 | 16 | 34 | 30 | 19 | 38 | 43 | 11 | 8 | 29 | 43 | 19 | 9 |
| | | $X^2$ = 6.78 N.S. | | | | $X^2$ =17.25 S. | | | | $X^2$ = 12.80 N.S. | | | |

Majorities (54 to 73%) of the responding groups felt in the low to medium extent range when asked if counselors were "fostering more and better lines of communications between faculty, staff, students and administration." It should also be noted that parts (10 to 23%) of the various groups felt that counselors were not engaged in this activity, and some 7 to 31% of the groups responded that the counselors were involved in fostering communication to a high extent.

Majorities (54 to 73%) of the responding groups fell in the low to medium extent range when asked if counselors were "fostering more and better lines of communications between faculty, staff, students and administration." It should also be noted that parts (10 to 23%) of the various groups felt that counselors were not engaged in this activity, and some (7 to 31%) of the groups responded that the counselors were involved in fostering communication to a high extent.

General agreement was found among the respondents that the counselors were from medium to high extent useful as communication facilitators. Between (82 and 92%) of the groups rated this function as medium to high extent in usefulness. Although strong majorities (71 to 100%) of the groups felt that counselors should be communication facilitators as expressed by ratings in the medium to high extent range, a statistically significant difference ($p < .01$) was noted in the response trends, with most (61 to 77%) of the faculty, students and counselors rating this function as a high extent ideal activity and more of the administrators (47%) rating this communication facilitator role as a medium extent ideal activity and more of the administrators (47%) rating this communication facilitator role as a medium extent ideal activity. It was also noted that over one-fourth of the administrators ($m = 5$) gave this function a low extent rating when asked if it should be a role of the counselor.

Table 7. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Fostering More and Better Lines of Communications Between Faculty, Staff, Students, and Administrators as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 12 | 18 | 47 | 23 | 24 | 47 | 29 | 0 | 29 | 53 | 18 | 0 |
| Couns. | 13 | 31 | 8 | 46 | 15 | 77 | 23 | 0 | 0 | 54 | 38 | 8 | 0 |
| Faculty | 27 | 7 | 22 | 57 | 15 | 61 | 21 | 18 | 0 | 56 | 26 | 19 | 0 |
| Students | 162 | 17 | 31 | 42 | 10 | 63 | 28 | 5 | 3 | 42 | 36 | 15 | 7 |
| | | $X^2$ = 10.78 N.S. | | | | $X^2$ = 23.52 S. | | | | $X^2$ = 9.21 N.S. | | | |

A statistically significant ($p < .15$) difference was found among the groups in consideration of whether or not the counselors were "planning and implementing orientation sessions for incoming freshmen." Whereas the counselor group felt strongly, with 100% medium to high extent ratings, that this was an actual counselor activity, other groups did not respond in this manner, with between 57 to 81% medium to high extent ratings; and, while none of the counselors responded in the low or zero extent areas, 18% of the faculty, 23% of the administrators and 43% of the students felt that the counselors were not involved in freshman orientation sessions to an appreciable degree. However, when asked how useful this counselor function was in the present situation, all groups tended to agree, with 82 to 100% medium to high extent responses, that the counselors were useful in this role. General agreement was also found among the respondents, with 85 to 96% medium to high extent ratings and majorities (68 to 85%) in the high extent rating category, that "planning and implementing orientation sessions for incoming fresh-

men" should be a counselor activity.

Table 8. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Planning and Implementing Orientation Sessions for Incoming Freshmen as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 24 | 53 | 18 | 6 | 76 | 18 | 6 | 0 | 59 | 24 | 12 | 6 |
| Couns. | 13 | 62 | 38 | 0 | 0 | 69 | 15 | 15 | 0 | 54 | 38 | 8 | 0 |
| Faculty | 27 | 44 | 37 | 7 | 11 | 85 | 11 | 4 | 0 | 77 | 23 | 0 | 0 |
| Students | 162 | 28 | 30 | 26 | 17 | 68 | 23 | 4 | 5 | 55 | 27 | 12 | 6 |
| | | $X^2 = 18.91$ S | | | | $X^2 = 9.53$ N.S. | | | | $X^2 = 8.27$ N.S. | | | |

When asked if a function of the counselor was "to facilitate group experiences for personal or self growth," no statistically significant difference was found among the respondents. Clear majorities (61 to 72%) of the groups felt the counselors were engaged in this facilitation function from a low to a medium extent; however, it should be noted that over 40% of the counselors and faculty responded in the low extent range, while over 40% of the administrators fell in the medium extent range.

General agreement was found among the groups in their perception of the current usefulness of this facilitatory function, with 67 to 77% of the respondents giving medium to high extent ratings. Moreover, the groups tended to agree, with 59 to 85% medium to high extent responses, that counselors should facilitate group experiences for per-

sonal or self growth. It was noted however that some 35% of the administrators felt that this should be a low extent counselor role.

Table 9. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "To Facilitate Group Experiences for Personal or Self-Growth" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 12 | 41 | 29 | 18 | 18 | 41 | 35 | 6 | 12 | 59 | 18 | 12 |
| Couns. | 13 | 23 | 15 | 46 | 15 | 54 | 31 | 15 | 0 | 62 | 15 | 23 | 0 |
| Faculty | 27 | 15 | 23 | 42 | 19 | 44 | 26 | 15 | 15 | 42 | 27 | 19 | 12 |
| Students | 162 | 9 | 34 | 38 | 19 | 41 | 39 | 15 | 5 | 35 | 32 | 24 | 8 |
| | | $X^2 = 5.64$ N.S. | | | | $X^2 = 12.45$ N.S. | | | | $X^2 = 12.64$ N.S. | | | |

Strong majorities (63 to 82%) of the various groups felt that the counselors were "assisting individual students, faculty and/or student groups in value, moral and philosophic conflicts" only from a low to medium extent, with the response trend (37 to 52%) of the groups in the low extent area. One-fourth of the counselors, however, felt this was an actual counselor function.

Although not a statistically significant difference, some 76% of the administrators perceived the counselors as useful in this assistance function only from a low to a medium extent, while majorities of the counselors (91%), faculty (66%) and students (62%) saw this function as medium to high extent in current usefulness. The same general response pattern was found when the groups were asked if this assistance in value, moral and philosophic conflicts should be a counselor function.

Most counselors (92%), faculty (62%), and students (65%) said this should be a medium to high extent counselor role, whereas most administrators (70%) felt it should be a low to medium extent activity.

Table 10. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Assisting Individual Students, Faculty and/or Student Groups in Value, Moral and Philosophic Conflicts" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 6 | 35 | 41 | 18 | 18 | 29 | 41 | 12 | 12 | 29 | 47 | 12 |
| Couns. | 13 | 25 | 25 | 42 | 8 | 62 | 31 | 8 | 0 | 58 | 33 | 8 | 0 |
| Faculty | 27 | 4 | 30 | 52 | 13 | 31 | 31 | 26 | 11 | 33 | 33 | 19 | 15 |
| Students | 162 | 14 | 26 | 37 | 23 | 33 | 42 | 19 | 6 | 29 | 33 | 27 | 11 |
| | | $X^2 = 7.16$ N.S. | | | | $X^2 = 15.25$ N.S. | | | | $X^2 = 11.85$ N.S. | | | |

All groups tended to agree, with 77 to 94% low to zero extent responses, that the counselors were not providing marriage counseling services. However, a notable difference was found in the responses to the current usefulness of this function. Most administrators (87%) felt that marriage counseling was not very useful; most counselors felt that marriage counseling was a low to medium extent useful role; within the faculty, 40% said it was a medium extent useful activity, but 32% said it was not useful; and students were quite divided, with 45% rating marriage counseling as medium to high extent and 55% saying that it was a low to zero extent useful counselor function.

In consideration of whether or not providing marriage counseling

services should be a counselor function, administrators tended to say no, with 76% low to zero extent responses. On the other hand, the counselor, faculty and student groups were relatively divided on the question, with 46, 48 and 54% medium to high extent ratings and 54, 52 and 46% low to zero extent ratings, respectively, of marriage counseling as an ideal counselor function.

Table 11. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "To Provide Marriage Counseling Services" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 15 | 0 | 7 | 40 | 53 | 0 | 24 | 35 | 41 | 0 | 13 | 47 | 40 |
| Couns. | 13 | 15 | 8 | 31 | 46 | 15 | 31 | 38 | 15 | 8 | 54 | 31 | 8 |
| Faculty | 26 | 0 | 10 | 42 | 47 | 8 | 40 | 20 | 32 | 12 | 40 | 16 | 32 |
| Students | 146 | 7 | 16 | 37 | 40 | 16 | 38 | 21 | 25 | 20 | 25 | 28 | 27 |
| | | $X^2 = 6.70$ N.S. | | | | $X^2 = 9.75$ N.S. | | | | $X^2 = 16.61$ N.S. | | | |

When asked if the counselors were "advising faculty on possible methods of resolving classroom differences," general agreement was found among the groups, with 54 to 81% low to zero extent responses, that the counselors were not performing this function. It was noted however, that 31% of the counselors said they were involved in this activity to a high extent.

A statistically significant ($p < .05$) between group difference was found in the responses to the current usefulness of this faculty advisement function. A strong majority (85%) of the counselors said

this was a medium to high extent useful activity; majorities of the administrators (54%), faculty (58%) and students (65%) responded in the same way; but, a large portion of the administrators (41%) said it was a low extent useful function and approximately one-fifth of the faculty and students felt it was not a currently useful counselor activity. General agreement was obtained among the groups, however, with 60 to 75% medium to high extent ratings, that "advising faculty on possible methods of resolving classroom differences" should be a function of the counselors.

Table 12. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Advising Faculty on Possible Methods of Resolving Classroom Differences" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 6 | 13 | 50 | 31 | 29 | 41 | 24 | 6 | 25 | 29 | 41 | 6 |
| Couns. | 13 | 31 | 15 | 23 | 31 | 54 | 15 | 15 | 15 | 62 | 23 | 0 | 15 |
| Faculty | 27 | 5 | 19 | 29 | 48 | 20 | 40 | 24 | 16 | 30 | 28 | 21 | 21 |
| Students | 162 | 8 | 26 | 25 | 31 | 33 | 42 | 7 | 17 | 27 | 39 | 14 | 20 |
| | | $X^2$ = 12.79 N.S. | | | | $X^2$ = 14.93 N.S. | | | | $X^2$ = 17.33 S. | | | |

In consideration of the counselor's role in "developing innovative techniques and methods to insure continual dialogue between faculty and students," no statistically significant differences were found between the various groups in answering the questions of whether or not that was a counselor function or whether it was a currently useful

counselor function. In both instances majorities of most of the groups, ranging from 53 to 76%, responded in the low to medium extent range. One exception was noted; some 61% of the counselors felt that their role in developing innovative techniques for faculty-student dialogue was useful to a high extent.

A statistically significant ($p < .001$) difference was obtained among the groups' responses about whether or not the counselors should be developing these innovative techniques to promote faculty-student dialogue. While most (63 to 100%) of the group members said that this counselor function was a medium to high extent ideal activity, more of the administrators (44%) and faculty (41%) responded in the medium range, while more of the students (44%) and counselors (77%) said this was a highly desirable counselor function. In addition, the majority group tendency for both the administrator and faculty respondents was that this was a low to medium extent ideal counselor role.

Table 13. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing Innovative Methods to Insure Continual Dialogue Between Faculty and Students" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 6 | 24 | 47 | 23 | 19 | 44 | 37 | 0 | 18 | 35 | 41 | 6 |
| Couns. | 13 | 31 | 15 | 38 | 15 | 77 | 23 | 0 | 0 | 62 | 23 | 8 | 8 |
| Faculty | 27 | 4 | 32 | 44 | 20 | 22 | 41 | 26 | 11 | 27 | 38 | 27 | 7 |
| Students | 162 | 12 | 25 | 38 | 25 | 44 | 38 | 8 | 10 | 32 | 36 | 21 | 10 |
| | | $X^2 = 7.92$ N.S. | | | | $X^2 = 29.39$ S. | | | | $X^2 = 9.93$ N.S. | | | |

Although no statistically significant difference was found when the groups considered whether or not the counselors were "available to students for consultations on personal problems," some response differences were seen. Generally, administrators (65%), faculty (71%), counselors (53%), and a sizeable number of students (49%) felt that this was a medium to high extent actual counselor role; however, a notable portion (29 to 51%) of the various groups did not perceive, as expressed through low to zero ratings, the counselors as available to the students for personal problem consultations. Interestingly though, was the finding that strong majorities (65 to 92%) of the groups felt that the counselors were currently useful in personal problem counseling from a medium to a high extent.

All four groups tended to agree, as expressed through 82 to 100% medium to high extent responses, that an ideal role of the counselors should be their availability for student personal problem counseling.

Table 14. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Being Available to Students for Consultations on Personal Problems" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 41 | 24 | 29 | 6 | 47 | 35 | 18 | 0 | 53 | 12 | 24 | 12 |
| Couns. | 13 | 38 | 16 | 47 | 0 | 77 | 23 | 0 | 0 | 69 | 23 | 8 | 0 |
| Faculty | 27 | 32 | 39 | 21 | 7 | 55 | 28 | 14 | 3 | 45 | 34 | 4 | 7 |
| Students | 162 | 24 | 25 | 30 | 21 | 58 | 29 | 10 | 3 | 52 | 28 | 15 | 5 |
| | | $X^2$ = 13.69 N.S. | | | | $X^2$ = 5.16 N.S. | | | | $X^2$ = 6.83 N.S. | | | |

In responses to the question about whether or not the counselors were "screening and placing students in classes according to their abilities," agreement was found among the administrators (87%), counselors (85%) and students (67%) that this was a low to zero actual counselor function. The faculty respondents were fairly split on the question, with 48% in the low to zero area, 45% in the medium extent range, and 7% perceiving the counselors as highly involved in this activity.

Pronounced differences were also found in consideration of the current usefulness of the counselors in student placement according to ability. Administrators (60%), students (70%) and faculty (90%) felt that counselor usefulness was in the medium to high extent range; however, a majority (62%) of the counselors saw their effectiveness in the low to zero extent area. Moreover, disagreement arose among the groups as to whether or not this should be a counselor function. Most administrators (53%) and counselors (62%) felt that it should not be a role of the counselors, while most faculty (93%) and students (81%) expressed the opinion that counselors should be "screening and placing students in classes according to their abilities."

Table 15. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Screening and Placing Students in Classes According to their Abilities" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 15 | 13 | 0 | 40 | 47 | 33 | 13 | 20 | 33 | 27 | 33 | 13 | 27 |
| Couns. | 13 | 15 | 0 | 46 | 38 | 15 | 23 | 31 | 31 | 15 | 23 | 31 | 31 |
| Faculty | 27 | 7 | 45 | 27 | 21 | 66 | 27 | 4 | 3 | 59 | 31 | 7 | 3 |
| Students | 162 | 17 | 17 | 34 | 33 | 53 | 28 | 8 | 11 | 46 | 24 | 17 | 13 |
| | | $X^2 = 21.46$ S. | | | | $X^2 = 26.45$ S. | | | | $X^2 = 15.97$ N.S. | | | |

A statistically significant ($p < .05$) difference was obtained in the comparison of group responses to the question of current counselors involvement in "the administration and interpretation of tests for determining students' attitudes, aptitude and interests as they apply to possible future vocations." Whereas the majority of each group felt that counselors were engaged in this activity from a medium to a high degree, the expression was stronger among the counselors (100%) and faculty (73%) than among the administrators (59%) and students (51%). A sizeable portion (22%) of the student group did not feel that counselors were engaged in this testing activity at all. However, all groups tended to agree, with 79 to 100% medium to high extent responses, that the counselors were useful in this role; and strong agreement was found among the groups, expressed through 88% student responses and 100% responses of the other three groups in the medium to high extent categories, that the counselors should be involved in testing students for information related to vocational planning.

Table 16. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Administration and Interpretation of Tests for Determining Students Attitudes, Aptitudes and Interest as They Apply to Future Vocations" as an Actual, Ideal, and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 12 | 47 | 35 | 6 | 59 | 41 | 0 | 0 | 41 | 47 | 12 | 0 |
| Couns. | 13 | 46 | 54 | 0 | 0 | 85 | 15 | 0 | 0 | 85 | 15 | 0 | 0 |
| Faculty | 27 | 31 | 42 | 19 | 8 | 74 | 26 | 0 | 0 | 57 | 29 | 11 | 3 |
| Students | 162 | 19 | 32 | 27 | 22 | 56 | 32 | 5 | 7 | 47 | 35 | 11 | 7 |
| | | $X^2 = 18.77$ S. | | | | $X^2 = 11.24$ N.S. | | | | $X^2 = 10.48$ N.S. | | | |

While majorities of the various groups, ranging from 55 to 92%, felt that the counselors were not currently involved to any appreciable degree in providing "feedback to the college regarding relevant student information gained before classroom contact," a statistically significant ($p < .01$) between group response difference was noted in that this expression was stronger among the administrators (83%), counselors (92%) and faculty (66%) than it was among the students (55%). Ironically, most administrators (71%), faculty (81%) and students (77%) felt that the counselors were currently useful from a medium to a high extent in this information feedback function, while most counselors (69%) saw themselves as useful from a low to zero extent in this role. This response difference between the groups was statistically significant at the .01 level.

Although not statistically significant, a notable between group difference was found in consideration of whether or not counselors should be involved in providing information feedback to the college about relevant student data gained before classroom contact. Strong majorities of administrators (81%), faculty (86%) and students (78%) felt that this was a medium to high extent ideal counselor function, while a slight majority (54%) of the counselors saw it as a low to zero ideal activity.

Table 17. Percentage of Respondents from Each Group from Combined Campuses, Rating the Counseling Function "To Provide Feedback to the College Regarding Relevant Student Information Gained Before Classroom Contact" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 6 | 12 | 59 | 24 | 35 | 46 | 18 | 0 | 24 | 47 | 29 | 0 |
| Couns. | 13 | 8 | 0 | 31 | 62 | 23 | 23 | 46 | 8 | 23 | 8 | 54 | 15 |
| Faculty | 27 | 12 | 23 | 35 | 31 | 41 | 45 | 14 | 0 | 46 | 35 | 15 | 4 |
| Students | 162 | 16 | 29 | 37 | 18 | 38 | 40 | 16 | 6 | 30 | 46 | 13 | 10 |
| | | $X^2 = 19.73$ S. | | | | $X^2 = 11.71$ N.S. | | | | $X^2 = 22.96$ S. | | | |

Whereas most counselors (92%) felt that they were providing "information and recommendations for students who transfer to other colleges or universities or enter the job market" from a medium to a high degree, this perception was not as strong in the other three groups, where the response tendency was from 67% to 86% in the low to medium extent range. Generally, however, all four groups agreed, with 76 to 100% medium to high extent responses, that the counselors were currently useful in this role; and strong concurrence was also noted, with 71 to 100% medium to high extent responses, that the counselors should be providing this student information and recommendation function.

Table 18. Percentage of Respondents in Each Group From Combined Campuses, Rating the Counseling Function "To Provide Information and Recommendations for Students Who Transfer to Other Colleges or Universities or Enter the Job Market" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 12 | 35 | 47 | 6 | 41 | 29 | 29 | 0 | 47 | 29 | 24 | 0 |
| Couns. | 13 | 46 | 46 | 0 | 8 | 69 | 31 | 0 | 0 | 69 | 31 | 0 | 0 |
| Faculty | 27 | 14 | 48 | 38 | 0 | 62 | 34 | 3 | 0 | 69 | 21 | 10 | 0 |
| Student | 162 | 25 | 39 | 28 | 9 | 79 | 16 | 2 | 3 | 69 | 14 | 13 | 4 |
| | | $X^2 = 14.95$ N.S. | | | | $X^2 = 8.90$ N.S. | | | | $X^2 = 8.14$ N.S. | | | |

Majorities of all four groups did not perceive the counselors as currently involved in "developing and implementing programs and activities specifically designed to enhance racial and ethnic interaction between individuals and groups both within the school and community at large." This perception was expressed by 58 to 75% low to zero extent responses from the various groups. Despite this, general agreement was found among the respondents, with 66 to 92% medium to high ratings, that the counselors were currently useful in this activity. And, all groups felt strongly, shown through 82 to 100% medium to high extent responses, that the counselors should be involved in this promotion of racial and ethnic interaction role.

Table 19. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "Developing and Implementing Programs and Activities Specifically Designed to Enhance Racial and Ethnic Interaction Between Individuals and Groups Both Within the School and Community At Large" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 6 | 19 | 38 | 38 | 23 | 59 | 18 | 0 | 19 | 63 | 6 | 13 |
| Couns. | 13 | 0 | 25 | 25 | 50 | 50 | 50 | 0 | 0 | 58 | 33 | 0 | 8 |
| Faculty | 27 | 13 | 13 | 58 | 16 | 30 | 52 | 15 | 3 | 31 | 46 | 19 | 4 |
| Students | 162 | 15 | 27 | 35 | 24 | 35 | 35 | 20 | 10 | 32 | 34 | 22 | 12 |
| | | $X^2 = 12.69$ N.S. | | | | $X^2 = 11.49$ N.S. | | | | $X^2 = 12.46$ N.S. | | | |

Majorities of each group, ranging from 60 to 84%, felt that the counselors were involved in "helping students who are not succeeding to choose other levels in courses or programs" only from a low to medium extent. Notable also was that a little over one-third of the administrators, faculty and students and over 60% of the counselors saw this function as a low extent actual activity. However, strong majorities (77 to 100%) of the respondents felt that the counselors were currently useful in redirecting students who were in academic trouble. Moreover, all groups agreed, with 92 to 96% medium to high extent responses, that this should be a counselor activity. Notably, some 93% of the responding faculty members said this redirection of students who are not succeeding was a high extent ideal function for the counselors, and majorities of each of the other three groups concurred.

Table 20. Percentage of Respondents in Each Group From Combined Campuses, Rating the Counseling Function "Helping Students Who Are Not Succeeding to Choose Other Levels in Courses or Programs" an an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 18 | 29 | 35 | 18 | 65 | 29 | 6 | 0 | 53 | 41 | 0 | 6 |
| Couns. | 13 | 7 | 23 | 62 | 8 | 54 | 38 | 8 | 0 | 46 | 31 | 15 | 0 |
| Faculty | 27 | 16 | 36 | 36 | 12 | 94 | 3 | 3 | 0 | 78 | 22 | 0 | 0 |
| Students | 162 | 23 | 22 | 39 | 17 | 73 | 22 | 5 | 0 | 58 | 22 | 16 | 4 |
| | | $X^2 = 6.57$ N.S. | | | | $X^2 = 9.15$ N.S. | | | | $X^2 = 14.02$ N.S. | | | |

A statistically significant ($p < .001$) difference was found in the groups' responses to the question of whether or not the counselors were actually involved in organizing, coordinating and facilitating "a department of humanistic education at Florida Junior College." Majorities of each of the responding groups (53 to 85%) perceived the counselors as engaged in this activity only from a low extent to not at all involved. The difference in response tendency was seen in that 75% of the administrators said that counselors were not involved in this function, while this opinion was not as strong among the counselors (54%), faculty (48%) or students (20%).

In consideration of the current usefulness of the counselors in promotion of a department of humanistic education, again the groups differed significantly ($p < .025$). A majority of the administrators (67%) perceived the counselors as useful in this activity only from a low to zero extent; however, majorities of the counselors (69%), faculty

(55%) and students (73%) felt that this was a medium to high extent currently useful counselor activity. It was noted, moreover, that almost one-third of the responding counselors viewed this function as useful only to a low extent.

In addition, a statistically significant ($p < .001$) between group difference occurred in considering if the counselors should be involved in organizing, coordinating and facilitating development of a humanistic education department at Florida Junior College. Whereas, majorities of the counselors (77%), faculty (55%) and students (80%) felt that this role was a medium to high extent priority function for the counselors, the majority of responding administrators (69%) saw it as a low to zero extent ideal activity. It should also be noted that 45% of the faculty respondents agreed with the administrators in this regard.

Table 21. Percentage of Respondents in Each Group From Combined Campuses, Rating the Counseling Function "To Organize, Coordinate, and Facilitate a Department of Humanistic Education at Florida Junior College" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 15 | 6 | 13 | 6 | 75 | 19 | 13 | 37 | 31 | 27 | 7 | 40 | 27 |
| Couns. | 13 | 8 | 8 | 31 | 54 | 31 | 46 | 23 | 0 | 38 | 31 | 31 | 0 |
| Faculty | 27 | 10 | 10 | 33 | 47 | 25 | 30 | 15 | 30 | 23 | 32 | 18 | 27 |
| Students | 162 | 13 | 34 | 33 | 20 | 46 | 34 | 13 | 7 | 36 | 37 | 19 | 8 |
| | | $X^2 = 32.18$ S. | | | | $X^2 = 30.00$ S. | | | | $X^2 = 19.90$ S. | | | |

Whereas strong majorities of the administrators (88%), counselors (92%) and faculty (89%) felt that the counselors were assisting "stu-

dents in the process of registration" from a medium to a high degree, the sentiment was not as strong among the students, even though a majority of the students (62%) responded in the medium to high extent categories. This difference in group responses approached statistical significance at the .05 level.

Major portions of the administrators (100%), faculty (92%) and students (87%) felt that counselors were currently useful in assisting student registration from a medium to a high extent; however, in a statistically significant ($p < .025$) manner, while a majority (54%) of the counselors agreed, a large part of the responding counselors (38%) saw their usefulness in student registration only to a low extent. Also significant ($p$ .001) was the difference in group responses to consideration of whether or not counselors should be involved in this function. Strong majorities of administrators (81%), faculty (89%) and students (77%) said that assistance in student registration should be a high extent counselor role. Only 23% of the counselors shared this opinion, and a sizeable proportion (38%) of the responding counselors viewed this as a low extent ideal activity. Thus, while majorities of each group felt that the counselors should be involved in assisting students in registration from a medium to a high degree, this opinion was stronger among the administrators (94%), faculty (93%) and students (97%) than it was among the counselors where only 54% of the group viewed this counselor role as a medium to high

extent ideal activity.

Table 22. Percentage of Respondents in Each Group from Combined Campuses, Rating the Counseling Function "To Assist in the Process of Registration" as an Actual, Ideal and Useful Activity

| | | Actual | | | | Ideal | | | | Utility | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | n | High | Med | Low | Zero | High | Med | Low | Zero | High | Med | Low | Zero |
| Admin. | 17 | 44 | 44 | 12 | 0 | 81 | 13 | 6 | 0 | 75 | 25 | 0 | 0 |
| Couns. | 13 | 46 | 46 | 8 | 0 | 23 | 31 | 38 | 8 | 31 | 23 | 38 | 8 |
| Faculty | 27 | 57 | 32 | 7 | 4 | 89 | 4 | 7 | 0 | 84 | 8 | 8 | 0 |
| Students | 162 | 36 | 26 | 26 | 12 | 17 | 20 | 1 | 2 | 72 | 15 | 11 | 2 |
| | | $X^2$ = 16.88 N.S. | | | | $X^2$ = 54.18 S. | | | | $X^2$ = 19.87 S. | | | |

As can be seen from Table 23, notable differences existed among the responding groups in their perceptions of the extent to which the counselors are engaged in various functions. There were only four activities that a majority of the administrators saw the counselors currently participating in from a medium to a high extent: i) student career and vocational advising, ii) student personal problem advising, iii) planning and implementing freshman orientation sessions, and iv) assisting students in registration. Regarding the extent of involvement in these four functions, a majority of the counselors agreed with i), iii) and iv) and a majority of the faculty and students agreed with iii) and iv). Additional, most counselors felt that they were actually involved from a medium to high extent in program-course advising, student vocationally-related testing, and in providing information and recommendations for students transferring to other educational institutions or into the job market. A majority of the student respondents agreed that the counselors were involved in program-course advising from a medium to a high extent. Most faculty agreed relative to the involvement in student vocational-related testing, but also saw a medium to high involvement by the counselors in serving as guidance resource persons for the faculty.

There are eight functions that were perceived by both administrators and counselors as low to zero actual counselor activities. Of these eight, a majority of the responding faculty agreed with six, and a majority of the students agreed with three. Those activities that were perceived as low to zero extent actual counselor functions by all few groups were: providing marriage counseling functions and advising faculty on possible methods of resolving classroom differences.

It should also be noted from Table 23 that the administrators saw ten of the twenty-two functions as medium to low extent actual counselor activities. Counselors felt that their involvement was from a low to medium extent for only eight activities; most faculty viewed current counselor involvement as low to medium for eleven activities; however, a majority of the responding students rated counselor participation as low to medium for sixteen of the twenty-two listed activities.

Table 23. Summarization of Group Responses, North, South and Kent Campuses Combined, Indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Response), Moderate Agreement (Med-Lo Response), or Disagreement (Lo-Zero Response) With Each Function as an Actual Counselor Activity.

| | Administrators (n = 17) | | | Counselors (n = 13) | | | Faculty (n = 27) | | | Students (n = 162) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Counselor Function | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero |
| 1. Career Advising | * | | | * | | | | * | | | * | |
| 2. Program - Course Advising | | * | | * | | | | * | | * | | |
| 3. Staff Development | | | * | | | * | | | * | | * | |
| 4. High School College Communication | | * | | | * | | | * | | | * | |
| 5. Guidance Resource For Faculty | | * | | | * | | * | | | | * | |
| 6. Community Resource Person | | * | | | * | | | * | | | * | |
| 7. Promoting Intra-College Communication | | * | | | | * | | * | | | * | |
| 8. Freshman Orientation Sessions | * | | | * | | | | * | | | * | |
| 9. Group Facilitator for Self Growth | | * | | | * | | | * | | | * | |
| 10. Faculty & Student Adviser for Value, Moral & Philosophic Conflicts | | * | | | * | | | * | | | * | |
| 11. Marriage Counseling | | | * | | | * | | | * | | | * |
| 12. Advise Faculty re Classroom Differences | | | | | | | | | | | | |
| 13. Promoting Faculty - Student Dialogue | | | * | | | * | | | * | | | * |
| 14. Student Personal Problem Consultation | | * | | | * | | | * | | | * | |
| 15. Student Screening & Placement | * | | | | * | | * | | | | * | |
| 16. Student Vocational Related Testing | | * | | * | | | * | | | | * | |
| 17. Giving Student Information to the College | | | * | | | * | | | * | | * | |
| 18. Transfer Student Information and Recommendations | | * | | * | | | | * | | | * | |
| 19. Enhance Racial and Ethnic Interactions | | | * | | | * | | | * | | * | |
| 20. Redirecting Non-Succeeding Students | | * | | | * | | | * | | | * | |
| 21. Promoting Humanistic Education Department | | | * | | | * | | | * | | * | |
| 22. Assisting Student Registration | * | | | * | | | * | | | * | | |

From the summarization presented in Table 24, it can be seen that all four groups agreed that, of the twenty-two listed functions, counselors should be involved from a medium to a high extent in twelve. Of the remaining ten counselor activities, three of the four groups felt that seven should be medium to high extent ideal activities. In other words, most of the twenty-two listed functions were perceived by a majority of the respondents as medium to highly desirable as counselor involvements or services.

None of the proposed functions was considered as low to zero in desirability by a majority of the counselors, faculty or students, and only those activities were seen as low to zero ideal counselor involvements by a majority of the administrators. Those functions named as low to zero in desirability by the administrators were: providing marriage counseling services, screening and placing students in classes according to their abilities, and organizing, coordinating and facilitating a humanistic education department at Florida Junior College. Also notable was the finding that only three activities were viewed as low to medium extent in desirability as counselor roles by a majority of the administrators, and only four functions were viewed in this way by majorities of the counselors and faculty members.

Table 24. Summarization of Group Responses, North, South and Kent Campuses combined, indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Response), Moderate Agreement (Med-Lo Response) or Disagreement (Lo-Zero Response) With Each Function as an Ideal Counselor Activity.

| Counselor Function | Administrators (n = 17) | | | Counselors (n = 13) | | | Faculty (n = 27) | | | Students (n = 162) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero |
| 1. Career Advising | * | | | * | | | * | | | * | | |
| 2. Program - Course Advising | * | | | * | | | * | | | * | | |
| 3. Staff Development | * | | | * | | | | * | | * | | |
| 4. High School College Communication | * | | | * | | | * | | | * | | |
| 5. Guidance Resource For Faculty | * | | | * | | | * | | | * | | |
| 6. Community Resource Person | * | | | * | | | * | | | * | | |
| 7. Promoting Intra-College Communication | * | | | * | | | * | | | * | | |
| 8. Freshman Orientation Sessions | * | | | * | | | * | | | * | | |
| 9. Group Facilitator for Self Growth | | * | | * | | | * | | | * | | |
| 10. Faculty & Student Advisor for Value, Moral & Philosophic Conflicts | | * | | * | | | * | | | * | | |
| 11. Marriage Counseling | | | * | | * | | | * | | | * | |
| 12. Advise Faculty re Classroom Differences | * | | | * | | | | * | | * | | |
| 13. Promoting Faculty - Student Dialogue | | * | | * | | | | * | | * | | |
| 14. Student Personel Problem Consultation | * | | | * | | | * | | | * | | |
| 15. Student Screening & Placement | | | * | | * | | * | | | * | | |
| 16. Student Vocational Related Testing | * | | | * | | | * | | | * | | |
| 17. Giving Student Information to the College | * | | | | * | | * | | | * | | |
| 18. Transfer Student Information and Recommendations | * | | | * | | | * | | | * | | |
| 19. Enhance Racial and Ethnic Interactions | * | | | * | | | * | | | * | | |
| 20. Redirecting Non-Succeeding Students | * | | | * | | | * | | | * | | |
| 21. Promoting Humanistic Education Department | | | * | * | | | * | | | * | | |
| 22. Assisting Student Registration | * | | | | * | | * | | | * | | |

In terms of present usefulness of the twenty-two listed counselor functions, all but one were perceived by a majority of the students as medium to highly useful. The counselor utility in providing marriage counseling was seen by a majority of responding students as low to zero in extent, a perception that was also shared by a majority of administrators.

The faculty group majority rated the current usefulness of twenty of the twenty-two counselor functions as medium to high, and gave low to medium ratings to the two remaining activities, namely a) providing marriage counseling services and b) developing and implementing staff development programs and activities throughout the college.

Only four activities were not rated in the medium to high useful range by a majority of the counselors. Of these four, two were rated as low to medium in usefulness: a) providing marriage counseling services and b) assisting students in registration, and two were considered as low to zero in usefulness: a) screening and placing students in classes according to their abilities and b) providing the college with relevant student information gained before classroom contact.

Within the group of responding administrators, while thirteen items were considered as medium to highly useful counselor functions, seven were considered as only low to medium in extent of usefulness, and two were viewed as low to zero extent currently useful activities. The latter two low rated items were: a) providing marriage counseling services and b) organizing, coordinating and facilitating a humenistic education department at Florida Junior college.

Table 25. Summarization of Group Responses, North, South and Kent Campuses combined, Indicating Group Majority Opinion (*) in Clear Agreement (Hi-Med Response), Moderate Agreement (Med-Lo Response) or Disagreement (Lo-Zero Response) With Each Function as a Useful Counselor Activity.

| | Administrators (n = 17) | | | Counselors (n = 13) | | | Faculty (n = 27) | | | Students (n = 162) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Counselor Function | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero | Hi-Med | Med-Lo | Lo-Zero |
| 1. Career Advising | * | | | * | | | * | | | * | | |
| 2. Program - Course Advising | * | | | * | | | * | | | * | | |
| 3. Staff Development | | * | | * | | | | * | | * | | |
| 4. High School College Communication | * | | | * | | | * | | | * | | |
| 5. Guidance Resource For Faculty | * | | | * | | | * | | | * | | |
| 6. Community Resource Person | | * | | * | | | * | | | * | | |
| 7. Promoting Intra-College Communication | * | | | * | | | * | | | * | | |
| 8. Freshman Orientation Sessions | * | | | * | | | * | | | * | | |
| 9. Group Facilitator for Self Growth | | * | | * | | | * | | | * | | |
| 10. Faculty & Student Advisor for Value, Moral & Philosophic Conflicts | | * | | * | | | * | | | * | | |
| 11. Marriage Counseling | | | * | | * | | | * | | | | * |
| 12. Advise Faculty re Classroom Differences | | * | | * | | | * | | | * | | |
| 13. Promoting Faculty - Student Dialogue | | * | | * | | | * | | | * | | |
| 14. Student Personal Problem Consultation | * | | | * | | | * | | | * | | |
| 15. Student Screening & Placement | * | | | | | * | * | | | * | | |
| 16. Student Vocational Related Testing | * | | | * | | | * | | | * | | |
| 17. Giving Student Information to the College | | * | | | | * | * | | | * | | |
| 18. Transfer Student Information and Recommendations | * | | | * | | | * | | | * | | |
| 19. Enhance Racial and Ethnic Interactions | * | | | * | | | * | | | * | | |
| 20. Redirecting Non-Succeeding Students | * | | | * | | | * | | | * | | |
| 21. Promoting Humanistic Education Department | | | * | * | | | * | | | * | | |
| 22. Assisting Student Registration | * | | | | * | | * | | | * | | |

## Chapter 5

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The findings of this study led to the following conclusions which were based upon the tested hypotheses stated in an earlier section of this study and from the answering patterns of the different groups.

1. Advising students on career and vocational considerations was a function which all groups tended to agree was effectively being done by the counseling staffs. The general feeling was this activity was useful and should be a counseling function.

2. Although all groups were in general agreement that counselors were advising students concerning the kinds of courses needed to pursue specific programs of studies, and that the counseling staffs had been useful in performing this function. The groups differed significantly on whether or not counselors should have been performing this function. Students and faculty members reported a much stronger feeling that this activity was an ideal counselor function than did the counselors and administrators.

3. In the area of staff development, although most groups as a whole did not perceive the counselor as actually performing this function, a noticeable proportion of the counseling staffs and students did. On the question of whether or not counselors should have been working to enhance staff development, all groups generally agreed that they should have except the faculty. As a useful function, there was general agreement among the groups that the function had been a useful one with faculty members rating its utility lowest.

4. Communications between area high schools and colleges was perceived as limited however useful as a counseling function by all groups. The groups felt strongly that this activity should have been a counseling function.

5. There was general agreement among the groups that counselors were actually involved in serving as a resource person to faculty on matters related to guidance and counseling. Moreover, the groups agreed that the counselor should have been performing this function and that the function was a useful one.

6. Although a majority of all groups indicated that the counselors were not serving effectively as resource persons for the community, they tended to feel that the counselors were useful in this area. All groups expressed agreement that the counselors should be performing this function, and counselors almost unanimously felt that they should be performing this function.

7. Mixed feelings were indicated by all groups on whether or not counselors were actually involved in fostering better lines of communication between faculty, students, staffs and administrators. However, a majority of all groups rated the function low. The groups did feel that the function was useful. Whether or not the counselor should have been involved in this activity generated all groups generally agreed that it should have been while administrators felt it should not.

8. Counselors felt stronger about their actual involvement in planning and implementing orientation sessions for incoming freshmen than did other groups. All groups agreed that this was a useful activity that should have been included as a counselor function.

9. Clear majorities of all groups felt that counselors were not engaged to any noticable degree in facilitating group experiences for personal and self-growth. Agreement was found among groups that where this activity had been functional, it was useful to a reasonable extent. The groups indicated, with moderately high responses, that this activity should have been a function of counselors.

10. Most students, faculty, administrators and counselors felt that little was being done by counselors in the area of assisting with value, moral and philosophic conflicts. While most administration felt counselors were not useful in this area, counselors, students and faculty members tended to disagree, with them. Likewise, most counselors, students and faculty members expressed a need for this service by indicating that the activity should have been a counselor function.

11. On providing marriage counseling services, there was general agreement among groups that this service was not being provided. As a useful service, the groups again indicated no. Strongest among the groups in not seeing the service as useful were the administrators. While counselors, faculty, and students were generally divided on whether or not this service should have been provided, again the administrators were more pronounced with their no.

12. General agreement was found among groups that counselors were not involved in advising faculty on possible methods of resolving classroom differences to any recognizable extent. The groups agreed, however that this activity should have been a counseling function. With respect to the usefulness of the function, while majorities of all groups agreed that the service was useful, a significant number of administrators failed to see the usefulness.

13. Counselors agreed with all other groups that they were functioning to a low extent in developing innovative techniques and methods to insure continued dialogue between faculty and students, However, when the groups indicated that counselors were not necessarily useful in this area, counselors disagreed. While a majority of all groups felt counselors should have been functioning in this area, students and counselors felt stronger in this area than faculty and administrators.

14. Administrators, counselors, students, and faculty members were in general agreement that counselors were, should have been and were useful in being available to students for consultations on personal problems.

15. On the issue of screening and placing students in classes according to their abilities, administrators, counselors, and students did not see this as an actual counselor function. However, faculty members were split on the issue. Administrators, faculty and students saw the counselors as useful in this area while counselors perceived themselves ineffective. Student and faculty members were pronounced in their agreement that this activity should have been carried out by counselors while most counselors and administrators disagreed.

16. Whereas all groups felt that counselors were engaged in the administration and interpretation of tests for determining students attitudes, aptitudes and

interest as they apply to possible future vocations, counselors and faculty members felt stronger in their ratings than were administrators and students.

All groups agreed strongly that the counselors should have been and had been useful in functioning in this area.

17. On the question of the counselor providing feedback to the college on relevant student information gained before classroom contact, administrators, counselors and faculty felt that counselors were performing this function much more than did students. Administrators, faculty members and students felt the counselor had been useful in this area while counselors' opinions differed significantly. All groups agreed, however, that this activity should have been a counselor function even though counselors were nearly split in the issue.

18. Whereas all groups felt that the counselors were providing information and recommendations to students who transfer to other colleges or enter the job market, students, faculty and administrators did not feel that the function was being performed as effectively as did the counselors. All groups agreed that the function was useful and that it should have been a counselor function.

19. Counselors were not perceived to any recognizable extent as being involved in developing and implementing programs and activities to enhance racial and ethnic interaction within the school or community. All groups felt strongly that counselors should have been and where applicable, had been useful in providing this service.

20. All groups agreed that counselors were not actually involved in helping students who are succeeding to choose other programs. They did feel, however, that counselors should have been involved in this activity and were useful in this area.

21. Opinion differed significantly on the question of the counselor organizing, coordinating and facilitating a department of humanistic education. Although all groups agreed that counselors were not engaged in this activity to any appreciable extent, administrators expressed stronger opinions in this area.

On the question of the counselors usefulness in this area, again administrators said no while other groups

were not as pronounced.

Counselors were strong in their feelings that they should have been involved in providing the above services. Their feeling was shared by students. Administrators again were in disagreement, and a recognizable percentage of the faculty shared this opinion.

22. Administrators, counselors, and faculty felt that counselors were effectively assisting students in the process of registration; a feeling shared though to a lesser degree by students. Counselors did not recognize their usefulness in this area as much as did the other responding groups. Moreover, counselors disagreed significantly with other groups who felt strongly that counselors should have been involved in helping students in the process of registration.

23. All groups were in clear agreement on only one of the twenty-two functions that counselors were actually involved in. That was in assisting students in the process of registration.

24. All groups were in clear agreement on fourteen of the twenty-two functions that counselors should have been involved in.

25. All groups were in clear agreement on eleven of the twenty-two functions that were useful as counselor functions.

Recommendations

The following recommendations were made based upon the results of this study:

1. There was evidence to indicate that counselors need to improve their image and make known more the services available through the counseling office to students, faculty and administrators.

2. Conducting marriage counseling should receive a low priority as a counseling function.

3. A continuous concentration of counselor effort should be in the direction of career and vocational counseling.

4. Providing orientation sessions, helping students through the process of registering and the selection of courses for their major should be considered high priority counseling function.

5. A method of reporting periodic formative evaluations of the counseling services on each campus should be explored. This would provide an opportunity for entire college community to be aware of the needs of students and the services that should receive the most emphasis.

6. Efforts should be made to develop and implement a more extensive program in humanistic education.

7. Counselors should become more involved in establishing staff development programs throughout the college.

8. A system for promoting faculty-student dialogue should be explored.

9. Information on the general traits (aptitudes, interest and abilities) of the student populations at each campus should be periodically developed so that programs and course offerings can be revised to better meet student needs.

10. More attention should be given to working with the non succeeding student in an effort to help him to discover attainable and realistic goals.

11. Being available to students for consultations on personal problems should remain a high priority among counseling functions.

12. Counselors from the separate campuses should explore the merits of intra-campus meetings for the purpose of sharing ideas and experiences.

13. A system of evaluation in counseling should be developed in order to eliminate stagnation.

14. The findings of this study should be compared with previous studies which included counseling in the general framework of student development.

15. A similar study should be conducted on individual campuses and compared with this one.

16. The following action should be implemented as soon as possible in order to initiate a procedure for change:

Quarterly meetings of combined counseling staffs should be revived in order to provide an opportunity for intra-campus communications between counseling staffs. Recommendations for change and formative evaluations of counseling services should be among the outcomes of such meetings and should be presented to campus counsels for action. Such will serve to enhance communications between counseling staffs, faculty, students and administrators and should be implemented immediately.

The current guidelines for the duties and responsibilities of counselors should be revised utilizing the finding of this study to more specifically spell out the areas where emphasis should be stressed.

Procedures for Implementation

The findings of this study yielded recommendations which advocate change and shifts of emphasis in the Counseling Department at Florida Junior College. In order to implement these recommendations, the following procedures will be initiated:

1. The study and recommendations will be presented to the counseling staffs and the Deans of Students on each campus for review.

2. The study and recommendations will be presented to the District Director of Institutional Research.

3. In areas where recommendations advocate a change in established college policy, a proposal will be drafted based upon the study's recommendations and presented to the campus council at the South Campus. According to current procedures, the proposal must originate at a campus and gain the support of at least one other to become policy.

To insure that the recommendations are being carried out and changes are positive, periodic follow-up studies will be conducted commencing with the first winter term after changes are in effect

and at subsequent times thereafter using the existing study results as a basis for determining if changes have produced positive results.

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AUTOBIOGRAPHICAL SKETCH

I was born Solomon L. Badger, III on January 4, 1940 in Jacksonville, Florida. Attended the local public schools and was graduated in January, 1957. I entered the United States Air Force in February of the same year and was honorably discharged in January of 1961. After discharge, I enrolled in Florida A and M University and earned a Bachelor of Science Degree in Political Science.

After teaching in the Public High Schools of Duval County for several years, I returned to Florida A and M University where I was awarded the Masters degree in Guidance and Counseling. I worked for a short period of time as a counselor in the Duval Public School System prior to accepting an offer in 1970 with the Florida Junior College where I am presently employed.

I am currently affiliated with the Board of Trustees at Emanuel Baptist Church, Inc. of Jacksonville, the Jacksonville Alumni Chapter of Kappa Alpha Psi Fraternity, Inc., The Jacksonville Rattlers Booster Club, Inc., The Johnson Branch YMCA, American Personnel and Guidance Association, Florida Personnel and Guidance Association, and the Florida Association of Community Colleges, the National Association of Black Social Workers, the Southern Association of Black Administrative Personnel, the Alpha Kappa Mu and Kappa Delta Pi honor societies.

I am married to the former Joyce E. Boddie and have four sons: Cal, age 16, Leonard, 12, Royce, 11, and Brian, 5.

# APPENDIXES

Please circle:

STUDENT - FACULTY - ADMINISTRATOR - COUNSELOR

A MAJOR RESEARCH PROJECT

by

Solomon L. Badger, III

AN OPINIONNAIRE FOR STUDYING THE COMMUNITY COLLEGE'S COUNSELING FUNCTION

The purpose of this study is to determine the commonalities and/or difference in perception relative to functions of the counseling staff at Florida Junior College. It is felt that the study will be of practical benefit to the counseling staff at each campus, the administration, and to students who are serviced by the departments.

The involvement of participants will be limited to responses to the opinionnaire. No individual will be identified during any aspect of the study. Completed opinionnaires will not be available to anyone at any time other than the investigator.

The success and future value of this study depend upon your cooperation. Please report your <u>honest</u> responses. Your assistance is greatly appreciated.

DIRECTIONS: This opinionnaire consists of twenty-two statements of functions of the counseling staff. You are requested to respond to each statement in three different ways:

FIRST: By circling the appropriate letter which responds to the extent to which you believe the function is in operation with the counseling staff with which you are familiar.

SECOND: By circling the appropriate letter which responds to the extent you believe the function ideally should be in operation with the staff with which you are familiar.

THIRD: By circling the appropriate letter which responds to the extent you believe the function is useful (practical) with the counseling staff with which you are familiar.

KEY:
A High extent
B Medium extent
C Low extent
D Zero extent

Example

A function of the counseling staff is . . .
A function of the counseling staff should be . . .
How useful (practical) has the function been in the present situation . . .

A B C D - is

A B C D - should be 1. To coordinate registration procedures

A B C D - useful

Please respond to every statement in the opinionnaire by circling one answer for is one for should be and one for useful.

Please respond honestly to the following statements. As in the example, each statement requires three answers.

| | | |
|---|---|---|
| A B C D | is | 1. Advising all students enrolled regarding career, and vocational considerations. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 2. Advising all students on the kinds of courses needed for program of studies. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 3. Developing and implementing programs and activities specifically designed to enhance staff development throughout the college. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 4. Coordinating communications between area high schools and colleges. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 5. Serving as a resource person for faculty upon request in matters related to guidance and counseling. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 6. Serving as a resource person for the community. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 7. Fostering more and better lines of communications between faculty, staff, students, and administrators. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 8. Planning and implementing orientation sessions for incoming freshmen. |
| A B C D | should be | |
| A B C D | useful | |
| A B C D | is | 9. To facilitate group experiences for personal or self growth. |
| A B C D | should be | |
| A B C D | useful | |

| | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | is | 10. Assisting individual students, faculty, and/or student groups in value, moral and philosophic conflicts. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 11. Provide marriage counseling services. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 12. Advising faculty on possible methods of resolving classroom differences. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 13. Developing innovative techniques and methods to insure continual dialogue between faculty, and students. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 14. Being available to students for consultations on personal problems. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 15. Screening and placing students in classes according to their abilities. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 16. The administration and interpretation of test for determining students attitudes, aptitude and interests as they apply to possible future vocations. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 17. To provide feedback to the college regarding revelant student information gained before classroom contact. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 18. To provide information and recomcomendations for students who transfer to other colleges or universities or enter the job market. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 19. Developing and implementing programs and activities specifically designed to enhance racial and ethnic interaction between individuals and groups both within the school and community at large. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |

| | | | | | |
|---|---|---|---|---|---|
| A | B | C | D | is | 20. Helping students who are not succeeding to choose other levels in courses or programs. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 21. Organize, coordinate, and facilitate a department of humanistic education at Florida Junior College. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |
| A | B | C | D | is | 22. To assist students in the process of registration. |
| A | B | C | D | should be | |
| A | B | C | D | useful | |

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
SOUTH CAMPUS
JACKSONVILLE, FLORIDA 32216

Dear Colleague,

In an effort to complete the requirements for the doctorate degree, I have elected to do an evaluative study of the counseling functions on each campus from appraisals by students, faculty, counselors, and administrators.

Please assist me in this effort by responding to the attached instrument as it relates to your experiences with the counseling at the particular campus with which you are associated.

The completed instrument can be returned in the enclosed self addressed envelope.

Your prompt attention to this matter will be greatly appreciated.

Sincerely,

Solomon L. Badger, III

Solomon L. Badger, III
Counselor
South Campus

SLB,III/mp

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
SOUTH CAMPUS
JACKSONVILLE, FLORIDA 32216

Dear Colleague,

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In order to complete the study, it is necessary that we receive all completed opinionnaires as early as possible. If by chance you have not yet completed the instrument we would appreciate you doing so at your earliest convenience and returning it. If you have already completed and returned the opinionnaire, please disregard this letter.

Sincerely,

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LOS ANGELES
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